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THE DEVELOPMENT
OF ELEMENTARY EDUCATION
IN HAMPSHIRE,
1800 - 1870

B. V. SPENCE.

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ABBREVIATIONS

B.&.F.S.S.....	British and Foreign School Society, Annual Reports.
C.C.Ed.....	Committee of Council on Education, Reports.
C.D.....	Catholic Directory and Annual Register.
Ch.Comm.R.....	Reports of the Charity Commissioners.
Ch.Comm.D.....	Digest of the Reports of the Charity Commissioners.
C.P.S.C.....	Catholic Poor School Committee, Annual Reports.
Ed.2.....	Inspectors' Returns. Education Class 2, Public Record Office.
Ed.7.....	Preliminary Statements, Public Elementary Schools. Education Class 7, Public Record Office.
H.S.L.C.....	Hampshire Society, Ladies' Committee, Minutes.
H.S.M.....	Hampshire Society, Minutes.
H.S.R.....	Hampshire Society, Annual Reports.
N.C.....	Report of the Commissioners appointed to inquire into the State of Popular Education in England. 1861. (Newcastle Commission)
N.S.....	National Society, Annual Reports.

N.S.C.F.....National Society, Correspondence Files.

N.S.I. 1846.....Results of the Returns to the National
Society's General Inquiry into Church
Schools, 1846-47.

N.S.I. 1856.....Summaries of the Returns to the National
Society's General Inquiry, 1856-57.

N.S.I. 1866.....Statistics of Church of England Schools
for the Poor in England and Wales, 1866-67.

N.S.P.....National Society, Monthly Paper.

P.I. 1818.....Digest of Parochial Returns made to the
Select Committee on the Education of the
Poor, 1818.

P.I. 1833.....Parliamentary Inquiry. Abstract of the
Answers and Returns made pursuant to an
Address of the House of Commons, 1833.

S.I.C. 1868.....Schools Inquiry Commission, Digest 1868.

S.P.C.K.....Society for the Promotion of Christian
Knowledge, Annual Account.

V.C.H.....Victoria County History of England.

CHAPTER ONE

Hampshire and its Schools at the Beginning of the Century.

Hampshire at the opening of the 19th century was predominantly agricultural and had a total population in 1801 of 219,170.¹ The distribution of this population is significant for Winchester(6,001), Portsea and Portsmouth(33,226) and Southampton(7,913) accounted for more than 21% of the whole. The remainder was scattered among small villages and hamlets and the occasional market town. Basingstoke, the most important town in the northern part of the county, had a population of 2,589.² In 1801 there were only 16 places with a population exceeding 2,000 while 32 had a population of less than a hundred. By 1871 the places with more than 2,000 had increased to 34 but there were still 20 places with fewer than a hundred people.³ Small extra-parochial parts have been excluded in both calculations. By 1871 the total population of the county had risen to 544,447. Thus, although there were important concentrations of people, the promoters of education had to deal essentially with a scattered rural population.

At this time much land remained unenclosed. The country to the west of a line from Basingstoke to Salisbury lay almost entirely open.⁴ The enclosure movement had, however, affected the eastern part of the

1 V.C.H. Vol 5. 1912. p437 ff.

2 ibid. 3 ibid.

4 op. cit. p500.

county.¹ There were many farms, large and small, whilst hundreds of sheep roamed the hills.

Low wages and the Corn Laws had brought their share of discontent. By 1816 rents had fallen in many cases by 25 to 33% and the condition of the farm labourers on the borders of Hampshire and Wiltshire seems to have been very wretched.² Between 1804 and 1810 the wage of the agricultural labourer averaged twelve shillings a week all the year round. In Hampshire it varied between nine shillings in winter and twelve shillings in summer at this time.³ William Cobbett gives point to the situation when he reflects on the hospitality of a villager of Stoke Charity on his journey between Winchester and Burghclere in 1825. "I suppose that, as we rode away from the cottage, we gnawed up, between us, a pound of bread and a quarter of a pound of cheese. Here was about five-pence worth at present prices. Even this, which was only a mere snap, a mere stay-stomach, for us, would, for us two, come to 3s a week all but a penny. How, then, gracious God! is a labouring man, his wife, and, perhaps four or five small children, to exist upon 8s or 9s a week! Aye, and to find house-rent, clothing, bedding and fuel out of it?"⁴ Nor did wages increase rapidly thereafter. About mid-century the farm-labourer, in some parts of the county, was earning between six shillings and nine shillings a week. The rent for a cottage was anything from £2-10-0 to £5 per annum.⁵

1 V.C.H. Vol 5. p501.

2 *ibid.* p503.

3 *ibid.* p502.

4 Cobbett, William. *Rural Rides*. Vol I. pp295-296.

5 C.C.Ed. 1847-48. Appendix A.

Amidst the dangers of riots and incendiarism the would-be promoters of education reflected, on the one hand, that what was spent on transporting one criminal would perhaps educate a parish¹ and, on the other, how easily the cause of revolution could be advocated at the ale-house by any demagogue who could entertain his less instructed neighbours.² Whether more education was the immediate answer to the problem can be doubted, and Cobbett insisted that it was not when he exclaimed, " Education! Despicable cant and nonsense! What education, what moral precepts, can quiet the gnawings and ragings of hunger? "³

That there was cause for alarm is indicated by events at the little village of Hill, near Southampton. The local correspondent reported to the British and Foreign School Society in 1832 that, " Not many weeks have elapsed since the Inhabitants of this village found it necessary to form themselves into a Police for protecting their property against outrage. "⁴

Pockets of local industry are highlighted against this basically agricultural backdrop, though in some cases these industries were but the remnants of a trade which had passed its peak some time before. The textile industry had known better days. By the end of the Napoleonic Wars the trade of Southampton, Alresford and Andover was much decayed.⁵ 1813 saw the end of the old cloth manufacture of Winchester⁶ and by 1840

1 B.&.F.S.S. 1831. p37.

2 H.S.R. 1830.

3 Cobbett, William. Rural Rides
Vol. I. p300.

4 B.&.F.S.S. 1832. p46.

5 V.C.H. Vol 5. p476.

6 ibid.

silk-spinning was also extinct in the town, although sacking was made in considerable quantities at this time. At Overton, however, there was a silk mill of considerable size which in 1840 still provided employment in silk-throwing for most of the women of the town.¹ Also at Alton, Christchurch, Fareham and Fordingbridge various branches of the textile industry continued with fair prosperity.²

Few counties are more richly provided than Hampshire with the raw material for brickmaking, which was an important industry in the county from the Roman period.³ It would be tedious to catalogue all the beds. The area around Southampton was a rich source, but perhaps the most notable products in the early 19th century were the "Fareham Reds".⁴

Brewing and malting are naturally important industries in an agricultural county and Hampshire was well endowed with breweries, both large and small. Indeed, most market towns were equipped to meet local needs.⁵ Less extensive enterprises were pottery and paper-making. The Portal paper mills were established near Overton in 1813 and at South Stoneham there was another considerable factory.⁶ The pottery was not made on a large scale and much of it was common ware for domestic use, as at Brockenhurst, Aldershot, West Heath near Farnborough, and at Crondall.

1 V.C.H. Vol 5. p476.

2 *ibid.* p489.

3 *ibid.* p465.

4 *ibid.*

5 *ibid.* p474.

6 *ibid.* p490.

Some quarrying for building stone was done, principally at Selborne, and for iron ore at Bracklesham, on the Bramshott manors on the Sussex border and on the Christchurch cliffs. Iron smelting had declined a good deal by the beginning of the century, but the Titchfield works continued to make bolts for the navy until the middle of the century.¹

The five fishing stations of Emsworth, Portsmouth, Warsash, Southampton and Christchurch should not go unnoticed at this time,² while the making of salt by the evaporation of sea-water, one of Hampshire's oldest industries, had not yet entirely disappeared. In the first decade of the 19th century the Lymington trade was still active,³ though it had begun to decline. There was still one salt pan at work as late as the 1860s.⁴ It is against this social and economic background, predominantly rural and agricultural, that the development of elementary education will be considered.

The 18th century had seen not inconsiderable educational activity in Hampshire and some of the results were bequeathed to the 19th century. 33 Charity Schools, providing for a little in excess of 500 boys and 100 girls, were reported to S.P.C.K. in 1724,⁵ the year in which the first really definitive list appeared. For lack of the relevant material it is not possible to say how long many of these survived. Some, no doubt, would have a relatively brief existence. The

1 V.C.H. Vol 5. p463.
 2 *ibid.* p469.
 3 *ibid.* p472.

4 *ibid.*
 5 S.P.C.K. 1724. p46.

school at Wherwell, for example, was probably defunct before 1724. It was first reported to the Society in 1711 but then appears in the annual account only until 1715.¹ After 1724 the returns to S.P.C.K. became purely perfunctory, and Hampshire is credited with the same number of schools for the remainder of the century, and no further references to new schools, or to schools having closed, were found in the minutes. It is equally clear, however, that a number of Charity Schools were founded in or before the 18th century and survived into the 19th without requiring the assistance or encouragement of S.P.C.K. The Schools Inquiry Commission of 1867 listed endowed schools for primary instruction and 28 of these were founded in Hampshire before the opening of the 19th century, but only ten are schools named in S.P.C.K. records.²

An interesting foundation which does not appear in S.P.C.K. records was the charity of Sarah Rolle, founded in 1718 for the parishes of East T~~i~~therley and Lockerley.³ Land, a house at East Titherley and an annuity of £32-18-6½ was conveyed to trustees to enable a master and mistress to teach such poor boys and girls as directed by the trustees. The children were to learn to read, write, and cast accounts and were to be educated in the principles of the Church

1 S.P.C.K. 1724. p46 and MS. W.E.Tate. "Index of English Charity Schools".

2 S.I.C. Vol XI. South-Eastern Division. H.M.S.O. 1868.

i.e. Andover, Pollen's School (1718) Basingstoke, Blue Coat School (1646) Basingstoke National School (1618) Broughton, Dowse's School (1601) Cliddesdon (1656) Corhampton (1669) Dummer National School (1610) Odiham Free School (1694) Romsey (1719) Winchester Free School (1701)

3 Ch.Comm.R. 14th. p542. MS 316. 1825.

of England. The girls were to be taught knitting and sewing in addition.

The trustees were to choose four poor boys and six poor girls, half out of each parish and not under six years of age, to enjoy the benefits of the charity until the age of fourteen at the most. In addition the trustees could choose as many more children as they thought the estate would maintain.

Every two years the children on the foundation were to be clothed in blue serge in a manner specified by the founder. These children were also to be provided with bread and cheese each day. Once every year the trustees were to examine the proficiency of the children and the condition in which their clothes were kept. The behaviour of the teachers also came under annual scrutiny and they could be removed if necessary. No trustee or overseer of the charity or the curate of East Titherley was eligible to be the schoolmaster.

This charity seems to have been fortunate in its management, whilst the clause limiting the number of scholars, a common one in such charities,^I served to prevent the diffusion of the endowment, as did the practice of allowing the master to take in boarders and other

I Cf also The Free School, Winchester. Founded by William Over by a will dated 1st April, 1701. Ch.Comm.R. 12th p458. MS 24. 1824.

The school was founded for "Twenty of the City boys in the whole" and for four other poor boys, two each out of the parishes of St. Peter Cheesehill and St. John's. It was further specified that if the number of boys was reduced or the money converted to other uses then the benefits were to be given to "24 soake boys only" and not jointly with the city.

fee-paying scholars. Fee-payers are not specifically mentioned in the trust deed, but the practice was noted by the Charity Commissioners.

In 1839¹ the property of the charity consisted of a farmhouse and outbuildings and 149 acres of land and a smaller allotment of 30 acres. In 1801 and 1802 timber had been sold from the farm to the value of more than £1,500 and was invested in government stock. The total income from endowments and rents in 1839 was over £200 per annum. Over 70 boys and girls from the two parishes were at the school, including twelve boys and girls who were clothed at the expense of the charity and received the specified bread and cheese.

Only a minority of Charity Schools retained their separate identity beyond the middle of the 19th century. In 1818² some 95 schools gained some support from endowments, but by the time of the National Society's General Inquiry in 1846 only 15 Hampshire Church schools gained an income solely from endowment, and two of these were described as dame's schools.³ (see Appendix I.a.)

It is difficult to say how many dame's schools functioned in Hampshire before the voluntary societies re-invigorated educational activity. The 1818 Parliamentary Inquiry⁴ gives the figure of 81 such schools in Hampshire and the Isle of Wight, while the National Society's

1 Ch.Comm.R. 1839. printed pamphlet. Hampshire Record Office.

2 P.I. 1818. Vol II. pp817-852.

3 Barton Stacey and Fyfield. N.S.I. 1846. Co. of Southampton.

4 P.I. 1818. Vol II. pp817-852.

Inquiry into Church Schools in 1846 named 144 dame's schools in Hampshire alone. Perhaps the voluntary societies spurred private individuals to further effort. An alternative explanation is perhaps that this class of school is not very clearly defined. Certainly in 1818 the " new plan " of the British and National Schools was coming rapidly into operation. On this date 77 such schools, being either endowed schools, or unendowed daily or Sunday schools, had been established in Hampshire.¹

Sunday schools were a popular means of education, especially when children were required for labour at an early age. Their numbers increased in Hampshire in the early years of the century from 96 in 1818² to 398 in 1833³, though, at the same time, their purpose was reverting to the original one of denominational instruction on Sundays for the young. By 1846⁴ a very large number of Church schools were conducted as both Sunday and Daily schools, in most cases for the same children or nearly so.

Clearly the voluntary societies had a good foundation of local effort to build on in Hampshire. In a number of cases the endowed parochial school became the nucleus of the National School, as at Alton, Andover, Fordingbridge, Selborne and Wonston.⁵ (see Appendix I.b.)

1 N.S.I. 1846. Co. of Southampton.

2 P.I. 1818. pp844-852. Summary. Vol.II.

3 P.I. 1833. Vol II. pp834-866.

4 N.S.I. 1846. Co. of Southampton.

5 *ibid.*

CHAPTER TWO

The Work of the Voluntary Societies.I. The Voluntary Effort of the Established Church.

By far the most active of the voluntary societies in Hampshire was the National Society. This is to be expected in a predominantly rural county. The pre-eminence of the Established Church should be sought, however, not so much in the greater financial resources it could tap, for many of the congregations were relatively poor and there was significant opposition from the farmers to education for the sons of labourers, as in the number of interested parties, among the clergy, squirearchy and middle class, who could act as overseers of the enterprise. The interest shown by the bishop and clergy and by such landowners as Lord Ashburton, Lord Caernarvon, and Lord Palmerston,¹ the latter being but a few of the aristocratic patrons of education in the county, was co-ordinated and encouraged by the Hampshire Society from 1811² and the Diocesan Board of Education from 1838.³

In 1850 progress was such that Rev. H. Brookfield, H.M.I., after taking account of the proportion and peculiarities of their

¹ Lord Ashburton's Prize Scheme. C.C.Ed. 1853/54. Vol. II. p379; Lord Caernarvon, patron of Highclere School, Log 1867-70; Lord Palmerston, patron of a Romsey school, notes Sec. of Hampshire Society, July 1831.

² H.S.M. November 19, 1811.

³ Winchester Diocesan Board. 1st Report, December 16, 1840. p5.
"two years since institution of the Board."

respective populations, considered education in the counties of Hampshire and Surrey, in its extent and character, to be somewhat in advance of that in Kent and Sussex. A circumstance he attributed in large measure to sustained episcopal encouragement.

Before the Parliamentary Grant of 1833 the principal financial source for the encouragement of voluntary schools was the Hampshire Society for the Education of the Infant Poor. Financed mainly by shares, subscriptions and donations not the least of its several functions was to award building grants of a modest nature, the sums awarded usually varying between £10 and £20.¹ The Central Schools of the Society served both as a model to others and as a training department for teachers, whose stay in Winchester was subsidised to the tune of twelve shillings per week,² while elementary books were supplied free to schools in union with the Society³ on the clear understanding that the schools would be run on Dr. Bell's System.⁴ (see Appendix II. Ia) Periodical inspection of aided schools was also provided. Two visitors were appointed for each district or deanery, who were to carry out a personal inspection of each school three times each year and make a separate report to the Central Committee. In addition one general visitor was appointed for the whole county.

1 Cf H.S.R. 1824. £15 Petersfield, £15 Durley, £20 Gosport; 1827 £10 Soberton, £20 Hawkley.

2 Cf. H.S.M. 1814, September 8.

3 H.S.M. 1813, February 25 & H.S.R. 1824 p8.

4 H.S.M. 1815 May 4. "Committee will not supply Mr. Pinnock's school with elementary books because it is not run on Dr. Bell's System."

The latter was to make one annual visitation and report. It is not clear how thoroughly the local inspection was carried out, but the first general visitor, Dr. Frederic Iremonger, produced a small book about his work in 1813¹ and the personal note-book of one of his later counterparts is still preserved.²

The first point at which an estimate of the Society's exertions can be made is in 1813 when Iremonger published his book. In that year there were 30 schools or departments in union and 3,490 children in attendance. Only three of these schools, those at Fawley, Lymington and Milford, were purely Sunday schools.³ (see Appendix II. I.b.) However, the figures quoted by the Society should be approached with some caution as there is the interesting example of the Portsea Beneficial Society's School⁴ being claimed by both the National Society and the British and Foreign School Society. The school gained financial aid from both at various times. In the list produced by the British and Foreign in 1897 it is credited with having received grants between 1816 and 1820,⁵ while it was visited on behalf of the Hampshire Society in August 1830,⁶ and a file of correspondence relating to the school is preserved at the National Society's headquarters in London as it was united with the Society in

1 Iremonger, Rev.F. Suggestions to the Promoters of Dr.Bell's System of Tuition:with an Account of the Hampshire Society. 1813. W. Jacob. Winchester.

2 Short, T.V. Note-book, 1829-34. The Guildhall, Winchester.

3 Iremonger, op.cit. Chap. 12.

4 Subscription society founded in 1754. Chancery Close Roll. 27 George III. Pt 13. No15. N.S.C.F. Portsea.

5 B.&F.S.S. 1897. p312ff. 6 Short, op.cit. 11th August, 1830.

June 1836.¹

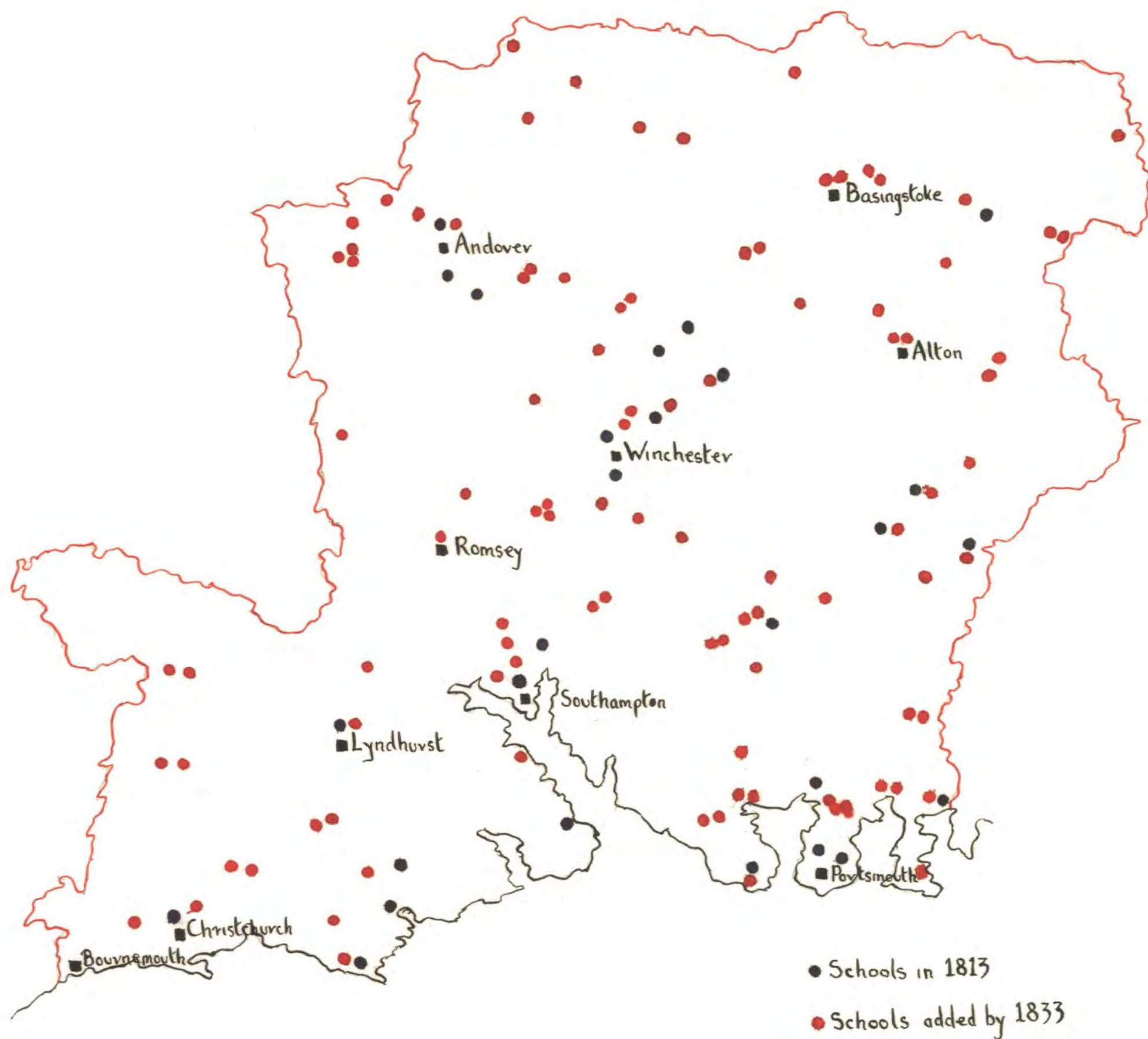
The Hampshire Society's own appraisal of its achievements at this time was guided by a moral as much as an educational approach. While it took pride in stating in 1832 that over 9,500 children were in schools united with the Society and that over 1100 children had left the schools in the year able to read their Bibles,² it was no less heartened by the fact that earlier, at Barton Stacey, it had been noted that the parents " instead of attending the public-house, hear their children read on a Sunday evening. "³ Indeed in 1827 the Society stated its general aims to be to cause the children " to fear God, and honour the King, to become valuable members of society, sound in piety, and firm in their attachment to the Established Church. "⁴

From the notes made by Thomas Short as Secretary of the Hampshire Society between 1829 and 1834 it is clear that the arrangements for inspection had done much to encourage parochial effort. He commended, among others, the schools at Lyndhurst, Bransgore, Havant and Portsea, but considered that more consistent visitation was necessary in a number of places. The schools at Andover in 1830 and 1831 he said were " in as efficient a state as schools which are not much visited can be. " The National School at Romsey

1 N.S.C.F. Portsea.
2 H.S.R. 1832. p13.

3 H.S.R. 1824. p10.
4 H.S.R. 1827.

Hampshire National Schools: 1813-33



was, in October 1830, in a good state for one which was never visited but, on his re-examination of the school in July 1831 Short summed up the situation with the cryptic remark, " The whole concern is asleep, particularly the master. " At Portsmouth there was another dearth of visitors,¹ while at Basingstoke he was moved to recommend the mistress to study arithmetic herself!²

By 1833 a solid foundation had been laid in many parts. As an indication of the extent of the progress the table which appeared in the Hampshire Society's Report for 1832³ is reproduced here. This report is preferred because the Society admitted that the one for 1833 was imperfect in that many returns had not been sent, and as a result a number of the figures had been taken from the previous report.⁴

Schools in Union with the Hampshire Society in 1832

Schools	Children
27 Winchester, Somborne and Alresford Deaneries	1480
18 Andover Deanery	1277
20 Basingstoke and Alton Deaneries	1544
33 Droxford Deanery	3191
<u>27</u> Southampton and Fordingbridge Deaneries	<u>2086</u>
125	9578

1 Short, op.cit. August II, 1830.

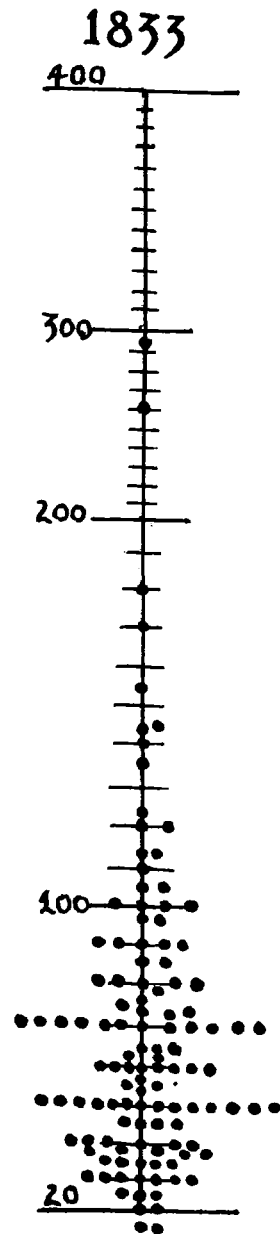
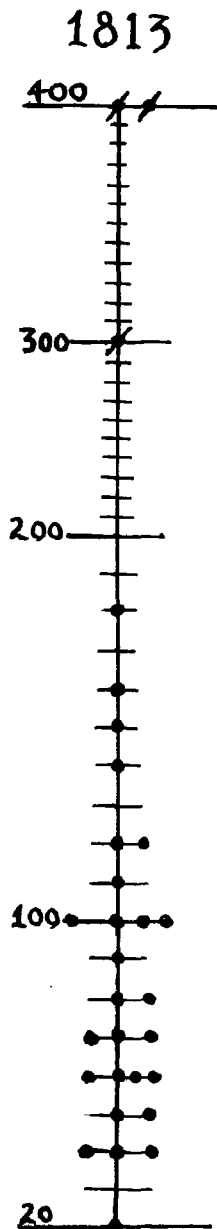
2 ibid. November 9, 1830.

3 H.S.R. 1832 p13. Cf also N.S. 1834 p64.

4 H.S.R. 1833 p15.

Church Schools

Size of Schools in connection with the Hampshire Society



/ = places, not number in attendance.

• = school or department where separate

It was in the Droxford deanery that the more densely populated urban areas of Alverstoke, Gosport, Portsea and Portsmouth were located. Several more schools were conducted on Church of England principles but, for various reasons, had declined to be united.

The impact of the Hampshire Society can be gauged further by comparing these 125 schools, most of which were open also on Sunday, with the totals in the 1833 Parliamentary Inquiry¹ for all classes of school in the county. The Select Committee listed 89 Infants' schools, 1105 Day Schools (including those open also on Sundays) and 398 Sunday Schools of many religious persuasions. In 1818 there had been only 502 Infant and Daily Schools and 106 Sunday Schools in both Hampshire and the Isle of Wight.²

In 1842 the Winchester Diocesan Board of Education, founded in 1838 and supported by a sub-structure of local boards at deanery level,³ took over from the Hampshire Society the task of encouraging Church of England education in the county, leaving only the management of the Winchester Central Schools to the Society.⁴ The Board's functions were much the same as those of the Hampshire Society in that it awarded building grants, distributed books and inspected the schools on its list, but it could provide a more consistent approach

1 P.I. 1833. p834. Vol.II.

2 P.I. 1818. p817. Vol.II.

3 Winchester Diocesan Board Report, 1847. pI.

4 H.S.R. 1843. pI.

to teacher-training through the Diocesan Training School at Winchester,¹ and it added a further objective in the promotion of schools for the "commercial and agricultural classes".²

The Board took a particular interest in the Commercial Day School at Winchester, which it established in connection with the Training School, as it regarded the establishment of self-supporting schools for the class above the poorest as an urgent necessity.³ The school also provided candidates for the Training School. Other such schools were formed, or taken into union, in the Hampshire portion of the diocese, at Southampton, Andover and Portsea. The social classes attending these ranged from the sons of professional men to those of tradesmen and farmers. (see Appendix II. I.c.) By 1860 a similar school for girls was in operation at Southampton, and all the schools were said to be doing well.⁴

The main acceleration in the establishment of National Schools in the county, and in the country,⁵ took place in the early 1840s. The returns to the General Inquiry of 1846/47 give the most complete picture of the achievements of the National Society for any time in the period as the later inquiries of 1856 and 1866 are far more generalised and lack reference to individual schools and parishes.

1 Opened 1839. Diocesan Board Report, 1840. p10.

2 *ibid.* 1847. p3.

3 N.S.P. June 1849. p221.

4 *op.cit.* November 1860. p315.

5 Cf. N.S.I. 1866/67. p38.

In Hampshire in 1846 there were 569 Church Schools, of which 268 were united to the National Society, either directly or through the Diocesan Board. Only 25 parishes had no Church School, while 18 parishes had made no return.^I In all there were over 30,000 children in the schools. There was a slight preponderance of girls over boys and this is most probably explained by the earlier age at which boys were customarily put out to work.

Church Schools in Hampshire in 1846

Schools united with National Society.....	268
Schools not in Union.....	<u>301</u>
	569

<u>Class of School</u>	<u>Schools</u>
Sunday and Weekday.....	305
Weekday only.....	195
Sunday only.....	51
Sunday and Weekday Evening.....	8
Evening only.....	1
Sunday, Daily and Evening.....	<u>9</u>
	569

Children in School

Boys.....	13,200
Girls.....	14,649
Infants.....	<u>2,248</u>
	30,097

In 1854¹ the Bishop of Winchester was able to take comfort in the fact that there were more Day Schools(89)in the single union of Winchester than in the whole county a century and a quarter before(83)². He was quick to add, however, that there was still a large body of children of school age in the diocese, who were to be found mainly in Portsea and Southampton, whom education had not reached. The Church was soon to direct renewed attention to this particular deficiency.

By far the most comprehensive survey of inspected Church Schools in Hampshire is that contained in the Rev. William Warburton's general report for 1863.³ Though heartened by what he found Warburton felt obliged to add that a comparison between the whole number of schools in his district, and that of the smaller number for whose efficiency there was a degree of public accountability, could " hardly be satisfactory to those who indulge the hope that we are realising an approach to something of a national system. "⁴

However, concentrating on inspected schools, Warburton found that in the two great concentrations of population, Southampton(44,000) and Portsmouth, Portsea and Gosport combined(100,000), elementary education was being vigorously promoted, and that several individual schools would bear comparison with those of any of the large English towns. At Winchester all the schools were above average in efficiency

1 Conspectus of the Diocese of Winchester. 1854. Westminster, John Bowyer Nichols & Sons. Hampshire Record Office.

2 MS returns to Queries issued by Bishop Willis, 1724-25.

3 C.C.Ed. 1863/64. p158.

4 ibid.

in his opinion, while of other towns with a population over 3,000 Alton, Christchurch, Lymington, Petersfield, Ringwood and Romsey were selected for commendation. Each town had large schools under inspection, though their degree of excellence varied. The Petersfield and Ringwood Boys' Schools he said to be " quite worthy of a visit from any one wishing to form a standard by which to measure the possibilities of what can fairly be accomplished in elementary schools not situated in large towns. "^I

At Aldershot the picture was not quite so encouraging, despite the indefatigable exertions of the clergyman. In a few years the place had grown from a rustic village into a considerable town with a rapidity Warburton considered more characteristic of new towns on the other side of the Atlantic. With the coming of the army new schools had been built in the neighbourhood of the cavalry barracks. These were in addition to the original school which at Warburton's last visit had been full " almost to suffocation." His wish was that the schools should be more liberally supported,² and that the camp school was more appreciated by the parents.

In various isolated localities throughout the agricultural part of the county he found many excellent schools, a circumstance which proved to him at least that local conditions had less to do with

I C.C.Ed. I863/64. pI59.

2 op.cit. pI60.

the success or failure of schools than the less successful managers often supposed.¹ In this class the school for boys and girls at Bentley was selected for special mention. It was well-taught, excellently disciplined and thoroughly appreciated by the inhabitants.² There was an annual average attendance of some 140 children out of a total population of 721. Other schools worthy of note in this context were the mixed schools at New Alresford, Bishop's Waltham, Burley, Westmeon, Hayling Island, Wonston and Martyr Worthy. The little school at the latter place, there were only 20 to 30 children in it, was "a specimen of a class which one would gladly see springing up in country villages."³

Lest it be thought that the Committee of Council's minutes were purely laudatory a glance at some of the schools which were not receiving annual grants should act as a corrective.. There were 34 Hampshire schools in this class, schools which at different times over the past 30 years had received building grants but had declined a closer connection with the government. Of these six were in a prosperous condition and were unconnected with the government only because liberal local support enabled them to dispense with state assistance. Eight more had made overtures for inspection within the past year, while four were used as "branch schools" for children under

1 C.C.Ed. 1863/64. p160.

2 ibid.

3 ibid.

eight years old in places where large central schools were available to older children. Seven more were of doubtful efficiency, three had closed, one was the Southampton Ragged School which was efficiently run and five had degenerated into dame's schools of a type more frequently seen twenty or thirty years before. Of one of these Warburton was moved to remark that he found no teacher present, " but the mistress's baby in its cradle in the middle of the room being rocked by one of the "scholars", a little older but more ragged and unkempt even than the others, about a dozen in all, who, from two years old to nine, were climbing at random over the desks or rolling among a litter of rags and torn books upon the floor."¹

When the National Society conducted its Third General Inquiry in 1866 there were 389 Church Day Schools in Hampshire, of which 188 were receiving annual grants.² There were over 28,000 children in the annual grant schools and over 15,000 in those not so aided. There were also 163 Night Schools with 4,136 children on roll.³ Expressed in another way, 1 in 17.6⁴ of the total population of the county was in attendance at Church Day or Night Schools in 1866, compared with 1 in 9.5 of the total population in 1856.⁵ Moreover the 1856 proportion was calculated on the basis of the number of children on

1 C.C.Ed. 1863/64. p163.

2 N.S.I. 1866. pp32-33.

3 op.cit. p18.

4 op.cit. p35.

5 N.S.I. 1856. p14.

roll, while that for 1866 on the basis of the annual average attendance of the scholars. The corresponding figures for the whole country are 1 in 11.5 in 1856¹ and 1 in 14 in 1866², both calculated on the basis of the number of children on roll.

The National Society pointed out that there were a certain number of parishes which were too small to require a separate Church School, or too poor to maintain one, but that only a few of these would be absolutely destitute of any provision for a Church education. The central schools complicate the issue by drawing their pupils from several parishes.³ The Society considered that in Hampshire there were twelve parishes without schools whose wants could be supplied in adjoining parishes and only nine which were destitute of such accommodation.⁴ (see Appendix II. I.d.) In that class of parishes without separate National or Parochial Schools was included a third class with only cottage or dame's schools. This means was considered the only practicable form of instruction in a very small parish. When older the children would attend the National School in an adjoining parish. The Society made it clear that these were Church Schools, more or less under the superintendence of the clergy, and not " schools of purely private speculation or enterprise."⁵ There were 28 such

1 N.S.I. 1856. p14.

2 N.S.I. 1866. p15.

3 op.cit. pp5 & 6.

4 op.cit. pp7&10.

5 op.cit. p11.

schools in Hampshire in 1866.¹ (see Appendix II. I.e.) Moreover, the Night Schools in connection with the Church did to some extent instruct those who had never attended a weekday school. Of 109 schools, with 2,773 children on the registers, which made returns there were 113 children attending who had never been to day school.²

The Church's voluntary effort had achieved much in Hampshire by the end of the period under consideration. The number of parochial and National schools receiving government grants had increased to 234 by 1870.³ The inquiries carried out under the 1870 Education Act indicate that education in efficient schools was being provided for 85% of the children of the poor as a result of voluntary effort, and in this effort the returns make it clear that the Church had played the leading part.⁴ It is equally clear though that the voluntary system had been put to considerable strain. The Committee of Council's Report on Church of England schools in Hampshire for 1870 states that the number of schools under certificated teachers and claiming grants was much the same as it had been two years before.⁵ The inspector, Rev. C.D. du Port, concluded that in his district the voluntary system left to itself had reached " its extreme limit of elasticity and progress."⁶

1 N.S.I. 1866 p12.

2 op.cit. p19.

3 C.C.Ed. 1870/71. App. No.3. pp462-466.

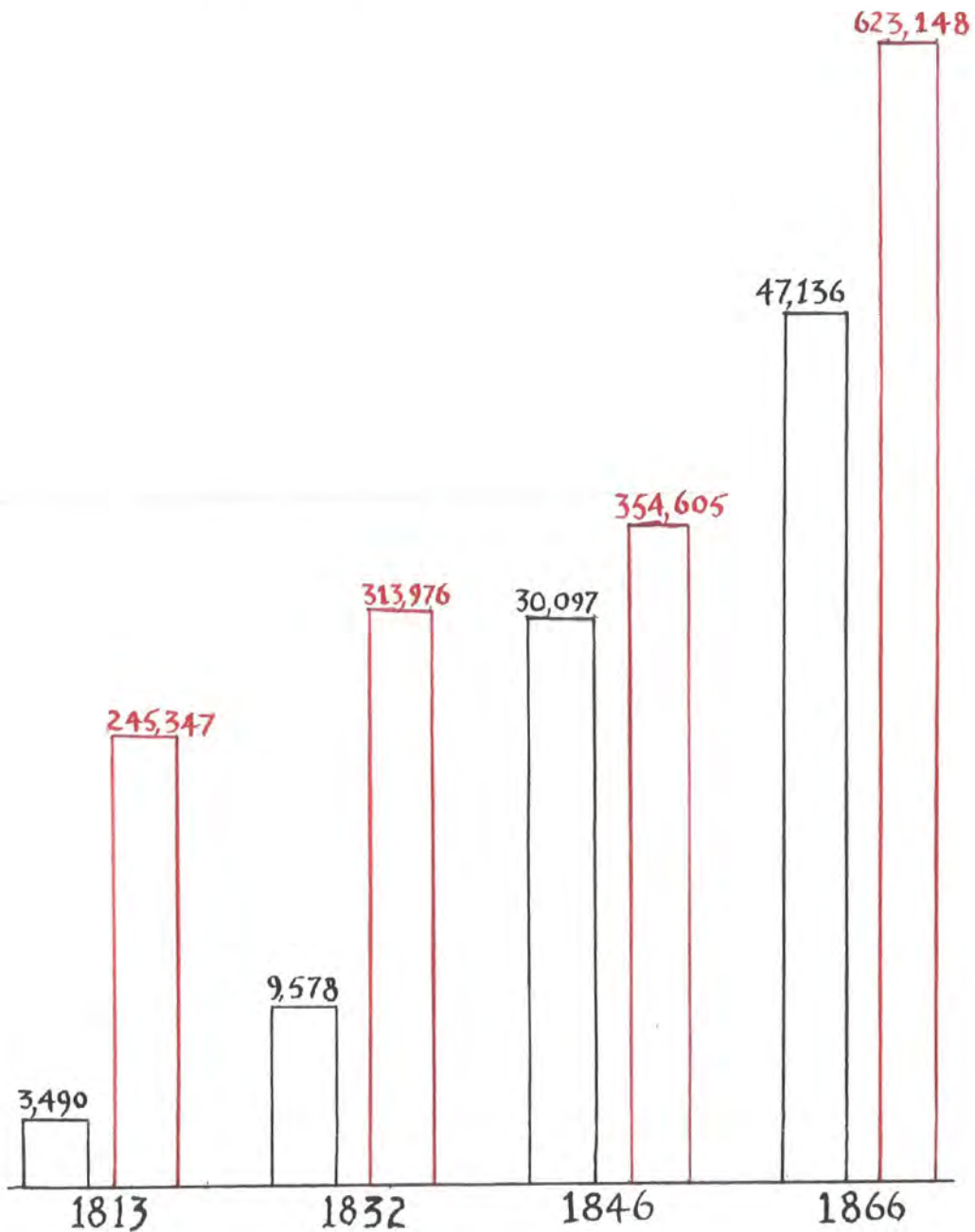
4 Ed.2. 191-205. Public Record Office.

5 C.C.Ed. 1870/71. p61.

6 ibid.

Church Schools

Children in School in relation to Total Population



$\frac{1}{10}'' = 1,000$ children.

$\frac{1}{10}'' = 10,000$ of total population of county.

II. Dissenters' Schools in Hampshire.

The British and other Dissenting Schools in Hampshire were placed in less fortunate financial circumstances than the National or the Parochial Schools. Although the British and Foreign School Society was anxious to promote non-sectarian education, and while it gave valuable pecuniary and other assistance to schools under its aegis, British Schools suffered from the absence of the more immediate interest of a counterpart to the Hampshire Society.

In fairness to the British and Foreign School Society it should be added that many efforts were made to encourage local initiative. In 1831 Lieut. Fabian R.N. was engaged as travelling agent to form auxiliary societies.¹ As a result, by 1834, several auxiliaries had been formed in Hampshire, notably at Portsmouth, Southampton, Alton, Basingstoke, Fordingbridge and Lymington,² but their purpose was rather to encourage financial support of the central society and to foster its educational aims. Among the advantages of affiliation catalogued in its report for 1871 the Society mentions assistance in acquiring teaching staff, a grant of books at the opening of the school and a substantial reduction on future purchases from the

I B.&F.S.S. 1831. p34.

2 ibid and 1833 p129.

Depository, and an annual inspecting visit from the travelling agent.¹
 In view of these circumstances the inspectors' reports on National Schools will express more accurately the condition of public day-schooling generally in rural areas at this time.²

Two sets of conditions favoured the successful establishment of British Schools in Hampshire; namely, a large population of small subscribers and donors, as in Portsmouth and Southampton, or a prosperous middle class in the thriving country towns, such as Basingstoke or Andover. These categories are not mutually exclusive, but they serve to describe a broad division.

The minutes of the Committee of Council for 1846³ make it clear that where British Schools were established in rural parishes they were usually supported by one person of property, or by members of dissenting congregations which were too weak in numbers to raise the schools above the character of private schools, aided to a small extent by subscriptions, which the inspector dubbed "village schools". In the former category was the Beechwood British School. Situated on the border of the New Forest it was supported on a liberal scale by W. Duckworth, Esq. The girls' and infants' school was described in 1850 as "a beautiful little school, perfect in its industrial department, and eminently pleasing in its tone and discipline."⁴ While

1 B.&F.S.S. 1871. p15.

2 Cf. C.C.Ed. 1846. p266.

3 *ibid.*

4 C.C.Ed. 1851/52. p546.

in the latter category was the British School at Totton, near Southampton, which contained 40 boys and 30 girls in the same room. The income came largely from fees, with a few annual subscriptions, and a small endowment which yielded £8 a year.¹

The paradox in the predominantly rural counties, as Mr. Fletcher, H.M.I., makes clear,² is that it is in the thriving country towns of the agricultural districts that some of the best British Schools were to be found. This is attributed to the relatively high standard of education and relatively ample leisure to be found among the middle classes of such towns, in which wealthy residents and liberal churchmen gave their services on the committees, and by their example invigorated the public education of the neighbourhood.

The British School at Basingstoke, established in January 1841,³ is a case in point. This school had its financial difficulties, as the managers' minutes make abundantly clear,⁴ but it continued to prosper. The income was derived from annual subscriptions, shares, donations and the children's pence.⁵ A list of school shareholders for January 1853 names seven residents, one of whom was Alderman Simmons the former Mayor,⁶ who had a direct interest in the financial success of the school. These shares were redeemed by the Committee as circumstances permitted.⁷

1 C.C.Ed. 1845. p380.

2 C.C.Ed. 1846. p266.

3 Managers' Minutes, August 31, 1840. Decision to commence school in January next.

4 op.cit. 3 January, 1843.

5 ibid. Account Feb. 1841-Jan. 1842, also Jan 3, 1861.

6 op.cit. August 23, 1841. 7 op.cit. Jan 8, 1863.

Again, in 1872, when exertions were being made to build a new infants' school " to provide sufficient accommodation so that on that ground a School Board may be avoided ",¹ a Mr. H. Portsmouth and Basingstoke Corporation each gave £50.

Such progress had been made that, according to the Newcastle Commission,² there were in 1858 32 British and 27 Non-Conformist schools in Hampshire(including the Channel Islands and the Isle of Wight) providing instruction for 5,599 children. In the report for 1897³ the British and Foreign School Society issued a list of British Schools compiled from the minute books, agency returns, correspondence, the Society's annual reports and the Blue Books of the Education Department. The Society could not, unfortunately, ascribe dates to all the schools listed. The list, moreover, was non-selective and included schools bearing the name "British" and those believed to be, or to have been, conducted on the Society's principles. (see Appendix II. II.a.) The total number of schools in Hampshire and the Isle of Wight carried on since 1798 was given as 87, of which 15 had survived as British Schools by 1897. Eleven had been transferred to School Boards or had been abandoned by the establishment of Boards. The discontinuance of five more had been reported to the Society, while 56 others had been closed, but the circumstances had not been reported.

1 Handbill, dated 1872. Hampshire Record Office.

2 N.C. 1861. p596.

3 B.&.F.S.S. 1897. p312ff.

Seven of the 15 "survivors" in 1897 can be identified positively as functioning in Hampshire prior to 1870. These were located in major country towns such as Alton and Andover or at centres of local industry such as Lymington, or were supported mainly by Dissenters as at Christchurch and Holdenhurst. In the last two cases both schools were connected with the Congregational Church. Those in the large towns, such as Portsmouth and Southampton, were either transferred to School Boards or did not apparently long survive the Boards' foundation.¹

The remainder of the British Schools in Hampshire between 1810 and 1870 were well scattered, but the evidence of a lengthy survival of a number of these is lacking. Certainly more than 50 British Schools were functioning in the county in this period, the earliest foundation being the Royal British School at Southampton, founded in 1810,² and the latest, that at Odiham, established in 1869,³ but the more successful were located in the larger country towns or in the ports and their hinterland, as at Portsea, Landport, Christchurch, Southampton, Gosport and Fareham.

Perhaps surprisingly, the British and Foreign School Society's participation in education in Winchester is relatively late in comparison with its endeavours in the other important towns in the

¹ B.&F.S.S. 1897. p312ff.

² *ibid.*

³ *ibid.*

county. A British School for girls was established in 1844.¹ In their first report to the Society in 1849² the Winchester correspondents state, "in Winchester there are, it is true, parochial and infant schools, and also the Central School; but the want of an efficient day school, on non-sectarian principles, has been long felt." But in going on to state that the school was established to cater for a wide range of pupils, in not being connected with any particular place of worship, they perhaps offer an explanation of its relative stagnation - namely that the National Society had become well entrenched in the town by the time of the British School's foundation, and that the middle class would be supporting parochial ventures, apart from the fact that the influence of the Established Church was, as it were, more concentrated in Winchester. In 1851³ there were 90 girls on roll and the average attendance was said to be fair. The last reference to the school in the records of the British and Foreign School Society is of a grant being made to it by the Society in 1859.⁴ However, the school appears to have prospered thereafter as it was receiving annual grants from the government in 1870.⁵

There do not appear to have been any specifically Quaker elementary schools in Hampshire in this period. The loose organisation

1 N.S.C.F. St. Maurice's Parish, Winchester. Application 4 June, 1844.

"There is a British and Foreign School in the city."

2 B.&F.S.S. 1849. p87.

4 B.&F.S.S. 1897. p312ff.

3 B.&F.S.S. 1851. p88.

5 C.C.Ed. 1870/71. p462ff.

of the Society of Friends and the corresponding smallness of the funds of the local meetings meant that concentrated work on elementary education was not possible,¹ but individuals and groups of Quakers did make some contribution to the maintenance of British Schools in Hampshire. £100 was given by a member of the Society of Friends to the Southampton British School in 1835 to help towards the cost of building the new girls' school-room, which it was estimated would cost £300 in all.² The Alton British Schools were almost wholly maintained by Friends. The boys' school was said, in 1848, to be chiefly supported by Quakers, though it was situated next to an Independent Chapel,³ whilst the girls' school was wholly supported by members of the Crowley family and "zealously superintended" by the ladies of the family.⁴

The larger British Schools, although non-denominational in their intake, made a positive contribution to general church and chapel attendance in their districts. The Southampton British School was particularly extensive in its enrolment. An essential rule of the institution was that the children should attend some Sunday School for religious instruction, the selection being made by the parents. In 1837⁵ the children on roll belonged to the following denominations:

¹ Cf. Stewart, W.A.C. *The Quakers and Education*. London, Epworth Press. 1953. p60.

² B.&F.S.S. 1835. January, 23. Report from Local Correspondent.

³ C.C.Ed. 1848/49. p384. Appendix.V.

⁴ *ibid*.

⁵ B.&F.S.S. 1837. p76.

	Boys	Girls
Church of England	94	51
Independent Chapel	61	41
Wesleyan Chapel	68	11
Baptist Chapel	24	7
Zion Chapel	28	12
Roman Catholic	<u>2</u>	<u>0</u>
	277	122

A similar rule was made for the Portsea Lancasterian Institution.¹ Some boys attended St. John's Church, but Dissenters were to worship with their parents, it being a standing rule that every boy should go to some church or meeting. Another school conducted on liberal principles was the Whitchurch Wesleyan Mixed School,² which was a flourishing village school attended by children of all denominations. Indeed the British and Foreign School Society was quite unlike the National Society in that it did not attempt to impose any terms of union on schools seeking aid as long as they were unexclusive in practice. Hence Wesleyan and Congregational Schools, which were more or less denominational in character, were taken into union so long as children of all denominations were welcomed.³

¹ Annual Report. 1813. p4.

² C.C.Ed. 1853. p805.

³ op.cit. p757.

In 1849¹ the British and Foreign School Society classified its schools in five groups. These were schools that were public in character, receiving all denominations; those mainly supported by one denomination and using the premises of that body; the Ragged Schools; those supported by wealthy individuals; and those connected with the Mechanics' Institutes. Hampshire possessed schools in the first four of these categories, as can be seen in the appendix. (II. II.a.)

Of the Southern Agricultural and Maritime Counties, as they were called in the Committee of Council's Report for 1846,² those classified as being "of least instruction" were Sussex, Hampshire and Dorset, and those "of most instruction", Kent and Devonshire. The standards adopted were such factors as the proportion per cent of persons of independent means relative to the population, the proportion of marriages under 21 years of age, the proportion of paupers relative to the population, and the number of commitments for crime.

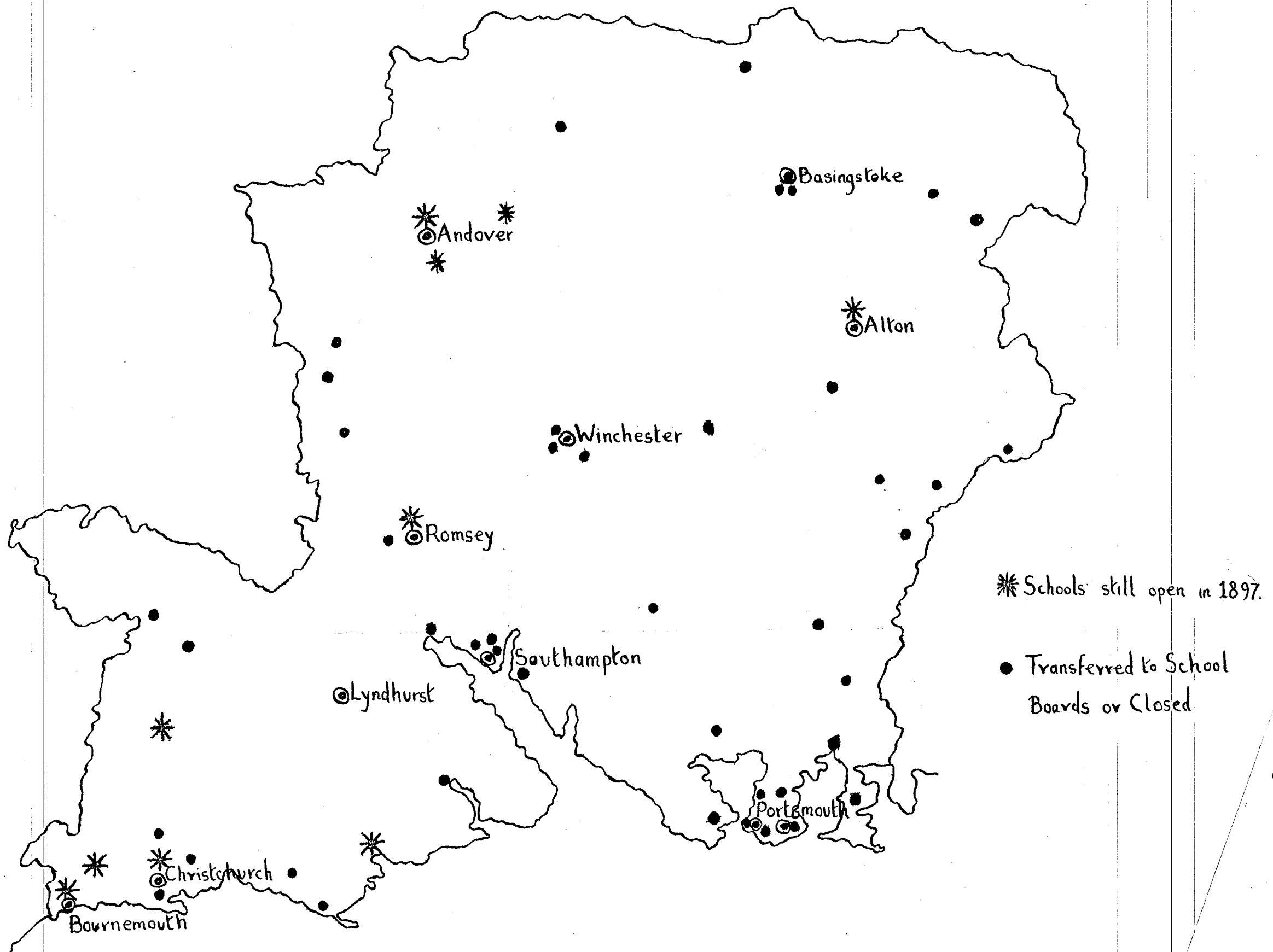
One conclusion is that much was attempted in Hampshire, if the yardstick be the number of schools started, but that achievement fell short of expectation, particularly in the country districts. At Fordingbridge, for example, the school had a small number of zealous supporters in 1847³ but they were operating " amidst a population

1 B.&F.S.S. 1849. p9.

2 C.C.Ed. 1846. p270.

3 C.C.Ed. 1847. p296.

Hampshire British Schools : 1810-70



altogether too much sunk in poverty and ignorance to be prepared to support it on such a scale as is desirable."¹ The attendance of the younger children was irregular being, " not more than one-half, often not more than one third of the time they are nominally frequenting the school. "² The attendance of the girls was said to be even more irregular than that of the boys. The school, however, founded in 1835,³ continued to function until 1896.⁴

At the end of the period the inspector of British Schools in the South-Eastern Counties, Dr. J.D. Morell, was even more categorical in his comments on the shortcomings of voluntary effort than his Church of England counterpart had been. To him, by the passing of the 1870 Education Act, the country had clearly pronounced its verdict upon the inadequacy of voluntary effort " even to initiate, much less to carry on and give full effect to a sufficiency of good schools for the proper education of the working classes. "⁵ Despite these strictures it seems that in Hampshire the British and Foreign School Society had at least initiated a good number of schools, several being regarded as efficient by the Committee of Council if the annual grant list is taken a standard. In 1870 twenty-three⁶ British and Wesleyan Schools were receiving the annual government grant, and this was almost a hundred per cent increase on the figures for 1864.⁷ (see Appendix II. II.b.)

1 C.C.Ed. 1847. p296.

2 *ibid.*

3 B.&F.S.S. 1897 p312.

4 *ibid.*

5 C.C.Ed. 1870/71. p254.

6 *op. cit.* p462.

7 C.C.Ed. 1864/65. p204.

III. Catholic Voluntary Schools.

One of the chief difficulties for would-be promoters of Catholic schools for the poor lay in the extreme poverty and nomadic character of a large part of the Roman Catholic population.¹ Compared with the National Society there were very few clergy to encourage the establishment and succour the development of Catholic schools in Hampshire. Five Catholic churches served Hampshire before the 19th century,² and by 1870 this number had increased only to nineteen.³ In consequence it would be difficult to form local school committees and the clergy would be overburdened.

In view of the rule that the Government Grant should not exceed the value of local contributions⁴ Catholic schools gained a correspondingly smaller share of Government aid. According to the returns of the Committee of Council only 77 Roman Catholic schools had Privy Council building grants by 1873.⁵ Only two Hampshire schools, those at Portsea and Aldershot, were on the Annual Grant list in 1870.⁶ Privy Council grants would be gained in appreciable numbers in the

1 Cf. C.C.Ed. 1865/66. p277 also op.cit. 1849 p508.

2 Brockhampton, Havant (1730); Winchester, Highbridge (1766); Christchurch (1766); Winchester, St. Peter's (1792); Portsea, St. John's (1793).

3 C.D. 1871. p219.

4 Diamond, M.G. The Catholic Poor School Committee: 1847-1905. M.Ed. Liverpool. 1963. p64.

5 ibid. p63. 6 C.C.Ed. 1870/71 p462. Appendix 3.

relatively prosperous areas where the ratio of the wealthy to the poor was higher. Unfortunately in Hampshire the demand for Catholic schools manifested itself mainly in the populous coastal towns of Portsea, Gosport and Southampton where such favourable conditions did not apply. A greater burden was therefore thrown upon the Catholic Poor School Committee, which subsidised local effort with building and supporting grants from 1847. The Committee's supporting grants were intended to help in paying teachers' salaries, and in the provision of books and apparatus. Hampshire schools which benefitted from both types of grant over the period were those at Portsea, Southampton, Havant, Christchurch, Gosport and Aldershot.^I

There is reason to suppose that the tables of Catholic Schools which appear in both the Reports of the Catholic Poor School Committee and in the Catholic Directory are incomplete. In the first case because the Committee was relying largely on voluntary returns and in the latter because some of the information is contained in advertisements. The first return in the Poor School Committee's reports is for 1845,² when only Gosport, Portsea and Winchester are mentioned, and the information is only fragmentary. At Portsea the schools accommodated 70 boys and girls, while it was estimated that 600 Catholic children required a

^I Portsea(1847);Southampton(1849);Brockhampton,Havant(1856);Christchurch (1869);Gosport(1872)built 1845;Aldershot(1872)built 1867.

² C.P.S.C. 1849. p50.

gratuitous education. Financial support came from subscriptions and payments from "a few of the children". Of Winchester it was remarked that there was a boys' school once but it had been closed.¹ Later developments in Winchester are dealt with elsewhere. (Chapter 8)

The Portsea and Winchester schools are linked in the person of the Rev. Ignatius Collingridge who, as pastor of both places in turn, was instrumental in establishing the Portsea, St. John's school in 1844² and St. Peter's School, Winchester in 1853.³ The Portsea school experienced considerable financial difficulties. In 1847 it was described as being " without the means of support "⁴and it was indicated that any contribution would be welcome. Despite this the school seems to have prospered and by 1851 it provided accommodation, in two departments, for 150 boys and girls.⁵

One of the earliest recorded Catholic schools in Hampshire is the Alverstoke school, started in 1830,⁶ and supported by Rev. John Clark, Catholic incumbent of Gosport. In 1833 it provided for 23 boys and 19 girls, and admitted non-Catholics on the sole condition that they should be taught the Lord's Prayer and the Apostles' Creed.

As an indication of the social medium within which the Catholic clergy worked is the statement of the Catholic Directory in 1847 that at

1 C.P.S.C. 1849. p50.

2 C.D. 1844. p38.

3 St. Peter's School Account, 1853.

4 C.D. 1847. p54.

5 C.P.S.C. 1851. p39.

6 P.I. 1833. p835.

Portsea a new church was needed to serve the numerous body of soldiers attached to the garrison, many of whose children would doubtless require education. At the same time there was attached to the Gosport mission an orphan asylum, in connection with the Brotherhood of St. Vincent de Paul, for destitute children taken from the London district.¹ Despite these difficulties a free Catholic school at Titchbourne, near Alresford, was making its mark. It induced the promoters of a Church of England school in the village to make no charge lest their school were placed at a disadvantage.²

By 1860, according to the Poor School Committee and the Newcastle Commission,³ there were 18 Catholic schools functioning in Hampshire, accommodating 404 boys and 446 girls. The committee added that it supposed the return to be incomplete. This accommodation might seem sparse, but it should be compared with the two schools in Dorset and the three in Wiltshire at the same date.⁴ The individual schools were not named, but a number can be identified from other references. The Portsea, St. John's School was still functioning and gained several building grants from the Poor School Committee, the last in 1871. In the same year a 5th Year Pupil-Teacher gained the Committee's Silver Medal for proficiency in Religious Knowledge. The Southampton, Lymington and Stockbridge schools all had certificated, trained teachers in 1861.⁵

1 C.D. 1846. p49.

2 C.C.Ed. 1850. p386.

3 C.P.S.C. 1860. Appendix C.

4 *ibid.*

5 C.P.S.C. 1861. p1.

Despite these encouraging developments Roman Catholic inspected schools in the Southern Division of England in 1865 were few and far between.¹ There were whole counties without a single Catholic school under inspection, while on the south coast of England there was "not a Roman Catholic school under inspection between Plymouth and Arundel."² Though it should be added that the Portsea, St. John's School was inspected by the Committee of Council as early as 1852.³ There were then 40 boys and 31 girls present and the instruction was said to be careful but rather limited in range. These numbers are noticeably far lower than the accommodation for 150 which was said to be available. The school was perhaps removed from the list at some time between 1852 and 1870 when it appears on the Annual Grant list, but positive information is lacking.

At the end of the period, according to the ecclesiastical inspector of the Roman Catholic Diocese of Southwark, there were also ten uninspected schools functioning in Hampshire.⁴ The Catholic Directory, however, is a more fertile source of information concerning Catholic education for the well-to-do than for the poor. In addition to the Benedictine Convent at Winchester⁵ there were three private schools at Southampton⁶ which provided an education for "young ladies".

1 C.C.Ed. 1865/66. p272.

3 C.C.Ed. 1853. Vol II. p830.

5 C.D. 1838-1857.

2 *ibid.*

4 C.C.Ed. 1869. p367.

6 C.D. 1838 p88; 1846 p138; 1859 p218.

One of these also provided for "young gentlemen" between the ages of four and seven, in a separate school-room.^I

According to one source² the real expansion of Catholic education for the needy came in the period immediately after 1870 when the Catholic Church in England set up a "Crisis Fund" to meet the threat to sectarian education engendered by the passing of Forster's Act. The appeal was sufficiently successful for the Poor School Committee to discontinue its own building grants in 1873.³ However, it was in the period prior to 1870, and particularly after Catholic Emancipation in 1829, that the foundations were laid,⁴ though the Catholic church was far more active in the big cities, particularly London which was served by St. Patrick's Society and the Associated Catholic Charities,⁵ and in the northern industrial towns and ports, Liverpool in particular. Certainly the reports of the Committee of Council from 1850 to 1870 on Catholic schools are far more detailed and more regular for the northern district than for the southern.

I C.D. 1840. p94.

2. Diamond, M.G. op.cit.

3 *ibid.* p63.

4 Evennett, H.O. *The Catholic Schools of England and Wales*. C.U.P. 1944. p17.

5 Diamond, M.G. op.cit.

Hampshire Catholic Schools, 1800-1870



● Poor Schools

■ Private Schools

† Benedictine Convent

CHAPTER THREE

Other Agencies for Popular Education.

I. The Parochial Union Schools.

The schools connected with the Poor Law Unions made some small contribution to popular education, although in a number of cases workhouse children were sent to the parochial school. In contrast with the work of the voluntary societies this was a contracting field or at best a static one. In 1860 Joshua Ruddock, Inspector of Parochial Union Schools in the South Western district, declared, "Pauper education, as it now stands, does but maintain the position won five or six years ago. If it does not advance, it does not recede."¹

A degree of contraction is clearly illustrated in the reports of the Committee of Council for the Hampshire parochial unions. In 1847² Hampshire had 29 unions and 21 of these had schools attached. The total number of children in the workhouses was 1,712 and 1,211 of these were receiving some degree of elementary education. By 1860³ there were 1,077 children under instruction of 1,402 in the workhouses. A

¹ C.C.Ed. 1860. p503.

² C.C.Ed. 1847/49. p243. Appendix. p25.

³ C.C.Ed. 1860. p506.

good number of those children who were not at school in both these years were infants under two years old. Parochial Union Schools tended to be small. In Hampshire in 1852 for example the average number of children in each school was under 34.¹ By 1870 only four Hampshire Parochial Union Schools, those at Basingstoke, Christchurch, Portsea and Southampton, had been placed on the Annual Grant list.²

The situation inside the schools can best be judged by looking in greater detail at some of the tabulated reports produced by the Committee of Council. The staff of the Hampshire schools in 1848 consisted of sixteen masters and twenty mistresses,³ of whom one only, the master at Alverstoke, had gained previous experience in a National School. They were assisted by only three Pupil Teachers, at Basingstoke, Portsea and Christchurch. In six instances the master also undertook the duties of porter,⁴ while in another three⁵ the children were instructed by one of the inmates, none of whom taught with distinction. At Farnborough the boys could barely read and did not know the Commandments. The girls were more fortunate and were sent to the National School.⁶ At Ringwood⁷ it was the boys again, twenty in number, who were put at the mercy of one of the inmates who instructed them for 1/3 per week. About half of them could read, but

1 C.C.Ed. 1852/53. Vol.I. p80. 2 C.C.Ed. 1871. p462. App.No.3.

3 C.C.Ed. 1847/49. Tabulated Reports for 1848. p25.

4 *ibid.* Alresford, Droxford, Fareham, Hartley Wintney, Kingsclere, Winchester.

5 *ibid.*

6 *ibid.*

7 *ibid.* p58.

without understanding. At South Stoneham^I the situation was a little better. An inmate had charge of the school and instructed the children in reading and the catechism, for which he received five shillings per quarter. In addition the master of the National School came twice a week and taught writing and arithmetic for £10 a year. The general level of attainment, however, was said to be below average for the Parochial Union Schools.

The teachers' achievements varied greatly. At Alton, a mixed school for 45 children, 25 of the children could read "tolerably" but arithmetic was scarcely taught.² The mistress at Petersfield in 1848 was described as "a good nurse for the infants and nothing more."³ In consequence achievement was low, and of 28 children only two could read the simplest part of the Second Irish Book. The mistress at Stockbridge was of similar stamp. Here the children were very young and all the inspector could find to say in commendation was that, "The mistress strives to impart her own scanty stock of knowledge."⁴ Other teachers, ~~dad~~, however, have a greater impact. The Christchurch school was described as excellent, although the mistress had received no special training.⁵ At Basingstoke⁶ the religious instruction of the boys was said to be extremely efficient and their secular

I C.C.Ed. 1847/49. Tabulated Reports for 1848. p58.

2 *ibid.* p54.

3 *op.cit.* p58.

4 *ibid.*

5 *op.cit.* p54.

6 *ibid.*

instruction excellent, although the same favourable comments could not be extended to the girls' school. At Winchester the boys were again the beneficiaries. Their attainments in religious knowledge and arithmetic were said to be good, though in other respects the inspector was left with no favourable impression.¹

At the Ash, Catherington, Farnborough, Fordingbridge, Headley, Hursley and Whitchurch Unions the children were sent to the local National School. This however would appear to have been a marginal contribution as in no case where the numbers are given were there more than ten children so educated. Indeed, not all the children of these particular unions were accommodated in this way. It has already been noted that at Farnborough it was only the two girls who were sent to the National School, the six boys being instructed by one of the inmates.² At Headley two girls and one boy, all under nine years old, were sent to the National School but six older boys were kept back to assist in the work of the house.³

By 1852⁴, although the tabulated reports on the Hampshire schools are less forthcoming with particular detail, the content of the curriculum is clearer. All the children were said to be instructed in reading, writing, and arithmetic up to the first four rules, the

1 C.C.Ed. 1847/49. Tabulated Reports for 1848. p58.

2 op.cit. p54.

3 op.cit. p57.

4 C.C.Ed. 1852/53. Vol.I. p84.

boys learning the compound rules, geography, grammar and history in addition. Though it was declared by the inspector in 1850¹ that very small progress had been made in the teaching of geography. In only two instances, at Christchurch and Basingstoke, did Joshua Ruddock feel that it was practically and intelligently taught. For the rest it amounted to a study of general map outlines and a catalogue of names. The Basingstoke Union Boys' School was also credited with "very great progress in English History and Etymology."² Industrial training received much attention. This most commonly comprised needlework for the girls and field-labour for the boys, but laundry and dairy work and the trades were also practised.³

The schools' greatest problem would seem to have been the provision of teachers, despite the fact that government financial assistance was available from 1846. In that year parliament voted an annual grant of £30,000 for the salaries of schoolmasters of workhouses.⁴ The position seems not to have attracted the abler minds and the teachers in Parochial Union Schools were described in 1848 as being, for the most part, "either the rejected of other and more profitable employment or they have taken those situations with a view to more lucrative employments under the Poor Law."⁵ The more lucrative positions alluded to were those of relieving officer or governor.

1 C.C.Ed. 1850. p25.

2 op.cit. p28.

3 C.C.Ed. 1852/53. Vol.I. pp83&84.

4 C.C.Ed. 1847/49. p vi.

5 op.cit. p28.

What seems to have deterred teachers were both working conditions and the salary structure. Under the 1834 Poor Law Amendment Act the selection of officers, including teachers, was left to the guardians, the majority of whom in the agricultural districts were at best indifferent to education.¹ As Rev. H. Moseley put it in 1855, "The workhouse teacher for £60 a year has to teach and superintend a number of children of the most degraded character from 6 a.m. to 8 p.m. for seven days in the week, throughout the whole year, and under the authority of a man less cultivated than himself. The ordinary teacher earns £100 a year by teaching children of a higher class for five hours in the day, on five days in the week, and for 44 weeks in the year, under the occasional supervision of persons to whom he is accustomed to look up to as his social superiors."² The average salary of 15 of the masters and 19 of the mistresses in the Hampshire schools in 1848 was £25-14-0 and £19-5-0 respectively.³ So it would appear that Rev. H. Moseley's figures are an overestimate, at least as far as the Hampshire schools are concerned.

The result was that staff changes were frequent. In 1859 the South Western district saw 70 teachers change their positions,⁴ and this Joshua Ruddock largely attributed to the basing of teachers' salaries on

1 Cf. Newcastle Commission. Vol.I. p359.

2 C.C.Ed. 1855/56. pp96-99.

3 C.C.Ed. 1847/49. p58.

4 C.C.Ed. 1859. p527. (Berkshire, Buckinghamshire, Cornwall, Devon, Dorset, Gloucestershire, Hampshire, Monmouth, Oxford, Somerset, Wiltshire, South Wales.

the number of scholars under their care. Many sought larger and more lucrative schools, or were driven out of the profession. The next year Ruddock reported fewer changes than at any previous period, only 20 masters and 26 mistresses had resigned in his district¹ and successors had been found in many cases, but very few had had any previous training. Ruddock states quite plainly, " I purposely restrict myself to those who have failed in adopting the career of a National schoolmaster as being likely to be possible applicants for workhouse schools, but they do not offer themselves."² In the five years ending in 1860 he knew of only two ex-masters and three ex-Pupil Teachers who had applied for or obtained posts in the district.

There were few Pupil Teachers in the Hampshire Union Schools, In 1848 there were only three, one at each of the schools at Basingstoke, Christchurch and Portsea.³ 1850 saw an increment of one only, a male Pupil Teacher at the Portsea school.⁴ In general the number of Pupil Teachers diminished as the number of scholars declined.⁵ By 1860 there were but 17 in the whole of the South Western district, of whom five had gained Queen's Scholarships.⁶

In 1861 the Newcastle Commission, considering pauperism to be largely hereditary, supported the district schools, which, being separated from the workhouses, tended to emancipate the children from

1 C.C.Ed. 1860. p499.

3 C.C.Ed. 1847/49. App. p25.

5 C.C.Ed. 1859. p528.

2 *ibid.*

4 C.C.Ed. 1850. p22.

6 C.C.Ed. 1860. p502.

pauperism. In general it was claimed that workhouse schools were so organised that the children came to regard the workhouse as their home.¹ It does not appear possible to say how many children became so habituated to the Hampshire workhouses that they were unable to settle to life outside, but figures and details of some of the schools are available for certain years.²

In a three year period which ended on Lady Day 1861³ 444 children had been placed out to service from the Hampshire unions. Their average age on placement was 13½. Of this number 370 were said to be doing well, 29 more were doing fairly, and 22 were considered to be doing badly. There was no information available concerning the remaining 23. 268 children had kept the same position, 121 had moved to others and only 32 are recorded as having returned to the workhouse. The Committee of Council's report for 1859 goes into more detail on those who left the Southampton and Alverstoke workhouses.⁴ (see Appendix III. I.) They were occupied mainly as general servants or apprenticed to trades such as shoemaking and butchering, and most seemed to be doing well.

1 N.C. Vol. I. p384.

2 C.C.Ed. 1859 p540 & 1861/62. Appendix B. p464.

3 C.C.Ed. 1861/62. Appendix B. p464.

4 C.C.Ed. 1859.p540.

II. Army and Navy Schools.

The presence of the army at Aldershot and of the navy at Portsmouth had some small effect on the elementary instruction of children and youths. The large garrison school at Aldershot was not concerned exclusively with the children of military personnel,¹ whilst the schools for the dockyard apprentices at Portsmouth did make some provision for the "factory and hired boys."²

Education in the army has a history which can be traced back to Cromwell's New Model Army,³ but the main interest for much of the time was in raising the educational attainments and efficiency of the soldier rather than in educating his children. In 1856 it was declared by the Chaplain-General to the army that the military schools as they were then constituted were intended more for the education of N.C.Os and other ranks than for children,⁴ though by this time several important developments had taken place. Regimental schools were included in the army estimates for the first time in 1812.⁵ In 1840 it was proposed to parliament to establish a school-mistress in each infantry battalion and cavalry regiment,⁶ and in 1846 the Corps of Army

1 Royal Commission on Military Education, 1870. 2nd Report. p viii.

2 C.C.Ed. 1859. p499.

3 White, A.C.T. Col. V.C. The Story of Army Education, 1643-1963. Harrap. 1963. p19.

4 Memos by Chaplain-General and C-in-C on Military Education, 1856. W.O. 33/3. p846(6). P.R.O.

5 White. op.cit. p26.

6 op.cit. p27.

Schoolmasters, trained at the Royal Military Asylum at Chelsea, was established to replace the, largely untrained, sergeant schoolmasters who had formerly operated under the general control of individual C.Os.¹ In 1847 provision was made for the establishment of Pupil Teachers in the schools on the scale of one to every 40 children.²

The curriculum of the regimental schools covered a similar range to that of the other elementary schools of the day and included reading, writing, dictation, singing, grammar, English history, geography, arithmetic, and in some cases algebra. The infants' schools concentrated chiefly on spelling, reading and singing.³ One student of army education considers that in their social outlook and semi-vocational plan the regimental schools closely resembled the rural elementary schools of the day,⁴ though the Royal Commission on Military Education in 1870 considered that further opportunities for industrial training for the boys could be given in the regimental workshops.⁵

The regimental schools were mainly intended for the children of N.C.Os and soldiers, but they were also open to officers' children and to the children of civilians immediately connected with the army.⁶ In 1870 it was estimated that 3,000 of the 20,000 pupils in the regimental schools were the children of civilians.⁷

1 White. op.cit. Appendix A. p255. 2 op.cit. p257.

3 Royal Commission on Military Education. 1870. p ix.

4 White. op.cit. p28.

5 Royal Commission on Military Education. 1870. p xi.

6 ibid. p viii.

7 ibid. p ix.

There is little material on which to base a detailed picture of conditions in the Hampshire garrison schools, or to come to any general conclusions about them, though it is known that in the 1850s the senior schoolmaster at Aldershot was responsible for the education of 20,000 men and their children, while his colleague at Portsmouth had eighteen schools under his charge.¹ The 1870 Royal Commission credits Aldershot with a thriving garrison infant school. Here a system was operated whereby the infant schools of several different corps, instead of being organised regimentally, were combined and placed under the charge of a single school-mistress.²

The schools for apprentices in H.M. dockyards, conducted under Admiralty regulations, were essentially continuation schools, providing for pupils whose ages varied between 13 and 19,³ and as such form no part of the present study. The subjects studied were those generally to be found in elementary schools, with the addition of geometry, algebra and, in a few cases, trigonometry.⁴ Admiralty regulations prescribed that candidates for apprenticeship must have attained a respectable standard of education before admission.⁵

However, in addition to the apprentices, "factory and hired boys" could attend the schools in the evening after work. In 1859⁶

1 White. *op.cit.* p261.

2 Royal Commission on Military Education. 1870. p viii.

3 C.C.Ed. 1848/50. Vol.II. p823.

4 *ibid.*

5 C.C.Ed. 1848/50. Vol.II. p826.

6 N.C. Vol.I. p440.

some 599 such boys were attending the seven Dockyard Schools.¹ Dr. Woolley, who inspected the schools in 1859 for the Committee of Council² commented, " The hired boys who attend school at the various dockyards, including rivet and rope-house boys, are generally in a very backward state, and the masters are employed, during the few hours of their attendance, in attempting to give them the merest rudiments of an English education. Their progress is very slow, but this schooling cannot fail to be beneficial to them."³

In 1860 there were 81 factory boys and 70 apprentices in the Portsmouth Dockyard School.⁴ The attendance of the former was entirely voluntary and was said to be very irregular and very brief. Many of the boys could attend for no more than half an hour twice a week. However, the view was expressed that the dockyards were receiving apprentices and giving little in return to the dockyard towns. The Newcastle Commission considered that the Admiralty, as the greatest single employer of labour, should consider subscribing to the schools in these towns. Rev. E. Phelps, chaplain of Portsmouth dockyard, reflects local opinion in his letter to the Commissioners. " I omitted to mention to you the general view of the educational question in these towns that I entertain. It is, the Government, as bringing so many persons here, should do more for the parochial schools."⁵

1 Deptford, Woolwich, Chatham, Sheerness, Portsmouth, Devonport, Pembroke.

2 C.C.Ed. 1859. p499.

3 ibid.

4 C.C.Ed. 1860/61. p458.

5 N.C. Vol.I. p445.

Royal Marine Schools, somewhat on the principle of the army schools, were carried on at the barracks at Portsmouth. These were attended by marines and their children, but again they seem to have aimed, in the first instance, at improving the educational standards of the adults.^I

III. Evening Schools.

Developments in adult education have no major part in the present study but it is clear from the few extant reports of the Hampshire and Wiltshire Adult Education Society² that evening schools were considered a complementary and important part of elementary education. In 1859,³ when the society issued its 5th Annual Report, there were more than 164 Night Schools operating in Hampshire. The society took the view that many of the villages "appear to admit the night-school to be an essential part of the parochial system."⁴ This would be so when early leaving was a besetting problem in a large number of schools. For example, of the 51 people who gained the society's certificates in 1859 one was 65 years old, five were over 40, but the

I N.C. Vol.I. p435.

2 3rd Report, 1857. Andover, printed by John R. Fox, High St.

5th Report, 1859. N.S.P. November 1859. p301. British Museum.

3 *ibid.*

4 *ibid.*

average age was fourteen, as compared with an average age of sixteen the year before.¹

The society's operations were quite extensive, particularly in the northern part of the county. At the annual meeting in 1857 representatives attended from Basingstoke, Southampton, Church Oakley, Alton, Warnford, Winchester, Odiham, Woodhay, Chawton, Farrington, Broughton, Dummer, Brown Candover, Abbot's Ann, Alresford, East Tisted and Kingsworthy.²

1 5th Report, 1859. Hampshire & Wiltshire Adult Education Society.
N.S.P. November, 1859. p301.
2 3rd Report, 1857. pp3-4.

CHAPTER FOUR

Building the Schools.

The first, and often the largest, obstacle in establishing a school lay in the finance of building operations. Unfortunately promoters had to think also of running costs if they hoped to gain a grant from the government or from the voluntary societies, as these required assurance that the project would not founder for lack of financial support in succeeding years, although the Catholic Poor School Committee and the Hampshire Society did award small supporting grants. In consequence the initial problem was to arouse local enthusiasm and support by means of subscriptions and collections at church or chapel, and persuade the well-to-do to make donations or buy shares in the enterprise. The problem assailed town and country equally, though in the former there would, in most cases, be a larger list of subscribers, though small ones. As was lamented of the Southampton St. Michael's Boys' National School it was, "not easy to excite to subscription-heat the sympathies of the richer sort, who live in a quarter remote from the parish."^I In country parishes appeals could be made to the landlord and the vicar, and it was the latter in particular who made up any deficiency in the annual funds of several Hampshire Parochial and National schools.

I C.C.Ed. 1853. p398.

I. The Established Church.

The builders of National Schools in Hampshire could gain outside financial help from the Hampshire Society and its successor in this field, the Winchester Diocesan Board of Education, from the parent society in London, and of course, they could benefit with others from Treasury and Committee of Council building grants. Until it handed over the work to the Diocesan Board in the 1840s the Hampshire Society was the major local agency for encouraging the establishment of National Schools. Its aim, as with the National Society itself, was to supplement local effort rather than to replace it. The society was anxious to see that its contributions called forth a local response and equally that the schools would continue. Thus in 1824^I £20 was granted to the Gosport National School on condition that the buildings were conveyed to trustees, and the secretary was instructed to inquire into the condition of Milbrook School before granting any money as sums had been allowed to a school at Milbrook in the past.

The annual income of the Hampshire Society, with the additional responsibility of running the Winchester Central Schools, was never in fact in a state to replace local effort and the annual

I H.S.M. 1824. March 2.

reports often lament inadequate means.¹ For example, in 1827 out of a total expenditure of £457-14-8 only £34-4-0 was granted in aid of schools in the county.² Between 1811 and 1824 £278 was awarded to new schools outside Winchester. The sums granted were never large, the highest grant at any one time seldom exceeded £20, and more often £10 or £15 was awarded. In 1834³ for example, a total of £55 was awarded, £20 each to Sopley and Yately and £15 to the school at Itchen.

The annual balance sheet of the Hampshire Society fluctuated alarmingly. On January 1st, 1814 the balance in hand exceeded £300 and was a good reflection of initial enthusiasm, but in January 1817 the sum was only £33-2-0, and thereafter the balance recovered in the late 1820s to reach about £100 or a little less each year. In view of the moderate means of the county society most schools applied to as many agencies as possible to raise building funds.

In 1840 the Winchester Diocesan Board relieved the Hampshire Society of its task of financing the establishment of parochial schools, and it was hoped that the Board would be able to bring larger financial resources to bear on the problem. A good start was made and between 1840 and 1844 £530 was granted in Hampshire alone,⁴

1 Cf. H.S.R. 1830 - income inadequate to meet applications for aid.

2 H.S.R. 1827.

3 H.S.R. 1834.

4 Diocesan Board, 7th Report. 1847. Guildhall, Winchester.

of £693 granted in the diocese, which included Surrey and the Isle of Wight. However, the Board had financial difficulties at least as great as those of the Hampshire Society and in 1847, after awarding small grants for improving the existing buildings at schools in Portsea and Havant, building grants were discontinued in September,¹ but were resumed exactly two years later.² It would appear that, like the Hampshire Society, the Board had taken on too many responsibilities in view of its income, which amounted to about £900 in 1849.³ This was divided between the Diocesan Training School at Winchester, the Commercial Schools for the middle classes in which the Board showed a particular interest, and building grants to parochial schools, and it is clear from the Board's report for 1850 that the Training School was regarded as its first responsibility.⁴ In 1850 no building grants were awarded⁵ and in 1852 the Board's function of aiding the establishment of parochial schools went formally into abeyance.⁶ £700 had been spent in the diocese in the eleven years of the Board's operation.⁷ Then, after a while, the Board tried to encourage the setting up of Sunday schools.⁸

There was towards the end of the period a slight resurgence in the Board's activities. The managers of the Bishopstoke National

1 N.S.P. September, 1847. Report of Diocesan Board.

2 N.S.P. September, 1849.

3 *ibid.*

4 N.S.P. November, 1850. p401.

5 *op.cit.* p402.

6 N.S.P. May, 1852.

7 *op.cit.* p132.

8 N.S.P. October, 1856. p253.

School observed in their correspondence with the National Society in 1866 that, " the Diocesan Board of Education has been in abeyance till last year."¹ The extent to which it encouraged local effort can be gauged by comparing its grants over the years with the £3,575 granted by the National Society in the diocese in one year.² In consequence the managers of parochial schools had to look also to the National Society for building grants, as the small increments to be had from local agencies, valuable as they were, would on their own seldom ensure a successful venture. Hence a still larger share of the building cost was provided by the National Society.

The National Society's general policy was to grant a certain amount in the hope that the stimulus would call forth further local subscriptions and interest other parties in the schools. One sample of £2,018 disbursed in Hampshire by the Society between 1823 and 1870 helped to build 33 schools at a total cost of £18,288.³ But as the more prosperous places obtained schools larger aid was given to poorer places and the proportion of the grant to the total cost tended to increase. This was particularly important to most of the parishes in Southampton and Portsmouth, with their large labouring populations.

1 N.S.C.F. Case 2715. May 15, 1866.

2 N.S.P. October, 1871. p185.

3 N.S.C.F. 1823-70. Portsmouth, Portsea, Southampton and the rural areas of Andover, Crondall, Yately etc.

The total cost of building seventeen National Schools in these towns was £18,559-7-6, while local resources amounted to £10,165-12-6.¹

(see Appendix IV. I.)

The National Society's aid, in conjunction with Treasury and Committee of Council grants in many cases, often guaranteed a successful start. By 1832 £1,970 had been granted by the Society, in amounts ranging between £250 and £15, to 22 Hampshire schools, while 66 others had been brought into union.² The Hampshire Society, the corresponding county agency, by comparison had spent £235-6-0 on 16 of the 88 schools on the list, in amounts varying between £2 and £35,³ though they were not always the same schools as those aided by the parent body.

By August 1871 £29,888 had been awarded in building grants to schools in 375 places in the diocese of Winchester.⁴ The rapid expansion, which characterised the National Society's activities under the shadow of the 1870 Act,⁵ is notable here for between Christmas 1869 and August 1st 1871 £3,616 was spent on 37 schools in the diocese.⁶

1 N.S.C.F. 1823-70. Portsmouth, Portsea, Southampton. Two other schools were aided but the amount of the local contribution is not clear.

2 N.S. 1832. p29.

3 ibid.

4 N.S. 1871. p69. Appendix VIII.

5 Cf. Burgess, H.J. Enterprise in Education. S.P.C.K. 1958.

6 N.S. 1870 p53 and 1871 p69.

The Treasury and Committee of Council grants played the largest part in making up the deficiencies in local building funds and are proof of the need for government aid at a time when voluntary effort was of the essence of educational enterprise. 24 Hampshire schools were aided by Treasury grants between 1834 and 1839 to the tune of £1,722.¹ These were located in both rural and urban areas, but rural schools took the larger part of the grant at this time. The schools at Fratton(1834) and Kingston Cross in Portsea(1834), Southampton, All Saints(1836) and the Portsea National School(1837) were the only purely urban examples. The rural areas, though less populous, were relatively more prosperous when the aid of the clergy and gentry is taken into account, and the adequacy of local support was the Treasury's first concern.

A further 53 schools were aided by the Committee of Council by 1847² at a cost of £5,072-17-0. Rural schools were still taking a major share though less markedly than earlier. The poor urban parishes of St. Peter Cheesehill(1840) and St. Maurice(1843) Winchester Portsmouth Broad Street(1843) and Southampton, St. Mary(1840/1843) all shared in the grant at this time. By 1870 234 Hampshire National or Parochial Schools were receiving annual grants and a large number of these had been built with government aid.³

1 C.C.Ed. 1845. p4 and 1847. pI.

2 C.C.Ed. 1847. pI.

3 C.C.Ed. 1870/71. p462.

What is more illuminating, from a sample of the applications,¹ is the extent to which the Committee of Council's grants defrayed local deficiencies. The total building cost of 60 rural and urban schools between 1840 and 1870 was £31,938-18-7, the Committee of Council providing £8,299-1-0. The total deficiency in local funds on 59 cases was £13,864-3-9. That is to say, well over 50% of the deficit was made up by the Committee of Council. The Privy Council, like the National Society, seldom granted all that was requested, and preferred to see what further local contributions its aid would call forth. However, there were cases where all that was required was granted and the schools at King's Somborne(1841), Crookham(1842), Hurstbourne Tarrant(1845), Dummer(1845) and Southampton, Charlotte Place(1857) are examples. The criteria applied to these cases are not clear, except that the latter place was a very needy parish. Certainly King's Somborne School had not then achieved its notable pre-eminence.

The case of St. John's National School, Winchester in 1856² illustrates well the part played in building finance by the several bodies and the strategy of grant-making. The total cost of the school for 120 children and a teacher's house was £929-16-6, of which £476-18-0 had been locally subscribed. The managers applied to the

¹ N.S.C.F. and C.C.Ed. 1840-1870.

² N.S.C.F. 1856.

Committee of Council, the National Society, and the Diocesan Board, receiving £376-6-0, £33 and £43-18-6 respectively. When application was made to the National Society the deficiency stood at £120 and the smallness of the Society's grant was doubtless conditioned by their knowledge that the school was also applying to the Diocesan Board, whose grant must have been one of very few at this time in view of the Board's poor financial position.

The largest part of the purely local resources came from subscriptions, supplemented in many cases by donations and collections at church and bazaars, and in a few cases a local charity could be called upon. (see Appendix IV. II.) In many instances the financial statements in the National Society's Correspondence Files do not balance completely, but the managers went ahead in the hope that further local effort would make up the deficit, and from the extant completion certificates it is clear that in most cases their hopes were not ill-founded.

The appeal and subsequent financial calculations made by the promoters of a Church school at Portchester in 1846^I illustrate the importance of interesting prosperous local notables.

I Address. 1846. Hampshire Record Office, Winchester and letter from Hy Binstead to Thomas Thistlethwayte, Wicor Farn, dated January 19th, 1847 regarding cost of repairs to the school-house.

An Address to the Landowners and Inhabitants of
the Parish of Portchester.

It will be obvious to all that owing to the rapid increase of the population of the parish, and other causes, a large number of children have been left wholly or partially without the blessing of a Christian education which it is the duty and privilege of the Established Church to offer wherever she is able to promote this education.....Thomas Thistlethwayte Esq has generously presented a house amply sufficient for School-rooms, and accommodation for a master and mistress in addition to a donation of Fifty pounds, and an annual subscription of Twenty pounds.

Computed cost for commencing the Schools.

Repairs and conversion of House into Schools and	
apartments for master and mistress.....	£50-0-0
School requisites, books, etc.....	£15-0-0
	<u>£65-0-0</u>

Computed Annual expense of Schools.

Salary of Master and Mistress.....	£50-0-0
School requisites, books.....	£10-0-0
	<u>£60-0-0</u>
Subscriptions with children's pence to meet annual expense	
of Schools.	
Pence from probably 70 children.....	£10-0-0

Where the well-to-do had been persuaded to buy shares in a school in order to raise building funds it would take the managers some time to pay off the interest. The Winchester Central Schools were built in part by a Tontine Fund^I which burdened the school subsequently with an annual repayment of £39. This liability was eventually liquidated in 1829,² but only at the cost of £530 which had previously been invested in 3½ consols, and at the cost of leaving the Hampshire Society dependent on "the liberality of the county."³

Sometimes unexpected problems arose. The clergy did much to encourage the establishment of schools but their scruples could prove an impediment on occasion. At Alresford in 1834 the rector refused to attach his signature to the application to the Treasury "on the ground that it would place the school under the direction of Lord Brougham, and subject it to education without religion."⁴

Taken as a whole local contributions usually accounted for something between a half and two-thirds of the total building costs. What is significant is the wide variation in the building cost per school place, over the period, and more particularly from one place to another. A degree of inflation would account for some variations over the years, while local variations can be explained by differences

I An annuity with benefit of survivorship, the annuity being increased as subscribers die until whole goes to last survivor.

2 H.S.R. 1829.

3 *ibid.*

4 N.S.C.F. Alresford. Letter to Rev. J.L.Wigram, Secretary of National Society, from W. Plucknett. November 10, 1834.

in the cost of land and labour, and in some cases the land was given free of charge, by the quality of the building materials or type of building to be converted, by the number of desks and fittings, and by varying legal and surveying charges.

From 80 cases taken over the years 1813 to 1870, in the main from the Reports of the Committee of Council and the National Society's Correspondence Files, the building cost per place ranged from 17 shillings at Crookham in 1842¹ to £10-5-5 at Alton in 1840.² Where possible the additional cost of a teacher's residence has been excluded from the calculations as likely to be misleading in view of the larger number of cases where a house was not part of the plan. Expressed in tabular form the following pattern is seen.

Building Cost per Place, 1813-1870.

80 cases.	Less than £1	£1-£2	£2-£3	£3-£4	£4-£5
	2	19	24	13	9
	over £5				
	13				

It appears also, from this sample, that infant schools were the more expensive per place. This is most likely the result of

1 C.C.Ed. 1841/42. Appendix B. p286.
2 N.S.C.F. Alton.

higher land prices and labour charges in the larger towns where most of the separate infant schools were set up. Of seven infant schools built in the 1840s and 1850s, only three cost less than £3 per place, two cost over £7¹ and the school at Alton, already noted as the most expensive in the sample, was an infant school. It is noteworthy that five of these schools were in either the Portsmouth or Southampton district,¹ where the price of land was on the whole higher than in the rural areas. Indeed, of 17 cases in Portsmouth and Southampton between 1835 and 1866, excluding the infant schools already mentioned, only six cost less than £3 per place. Nor did costs remain relatively stable in the same area. In 1852 a school at Portsea, All Saints² for 183 children was built at a cost of £2-8-0 per place, but another in 1866 for 150 children cost £8 per place.³ Even more striking is the case of the two Aldershot schools. One was built in 1859⁴ for 160 children for £6-2-0 per place, while only a few years later, another at North Lane,⁵ a lower quarter of the town, cost only £1-17-6 per place.

¹ Portsmouth, Broad Street; Alverstoke; Southampton, Charlotte Place, St. Mary and St. Mary Extra. N.S.C.F.

² N.S.C.F. Portsea, All Saints.

³ *ibid.*

⁴ N.S.C.F. Aldershot.

⁵ *ibid.*

II. British and Wesleyan Schools.

Dissenting voluntary effort, at least in Hampshire, did not have an active local agency to assist in building as did the National and Parochial Schools and a correspondingly greater burden was thrust upon the local congregations. The British and Foreign School Society was sympathetic to the claims of the agricultural districts and the good offices of the Society were made available, with effect, to assist the schools in gaining a portion of the government grant, but the Society's annual reports give few clues as to the precise contribution of its funds to the building of schools in the southern agricultural districts. In justice the British and Foreign was concerned about these areas and in 1831^I passed a resolution offering £5 sterling, " together with the requisite supply of slates and lessons and the gratuitous instruction of a Teacher, to any individual or local committee, who should establish a school for not less than 50 boys or 50 girls, on the plan and principles of your society, within twelve months from the present time, in the counties of Berkshire, Buckinghamshire, Hampshire, Kent, or Sussex."

I B.&.F.S.S. 1831. p12.

The Society's function would seem to have been essentially that of a channel of communication,¹ by publishing the reports of the local committees, and secondarily one of assisting newly established schools, or those on the point of opening, with grants of materials and donations. The British schools at Alresford, Andover and Lymington gained in this way in 1835,² though the sums involved were not specified. However, in the list of British schools published in the report for 1897³ it appears that 43 schools in Hampshire gained by 93 grants over the years from 1816 to 1870, though it is unlikely that a majority of these would have been for building purposes. It is possible though that those granted in the late 1860s and in 1870 to Bishops Waltham, Chilcombe, Farrington, Gosport, and Odiham were building grants offered in an attempt to "fill the gaps" before the 1870 Education Act came into operation.

Several British schools, mostly in the market towns, were either built or extended in the decade 1830 to 1840, though the greatest outside assistance in building came from the Treasury. Treasury building grants totalling £960 were extended to twelve schools

1 Cf. B.&F.S.S. 1870. p17. " Every primary school in which religious unsectarian education is given is placed on the list, either with or without a subscription from the local committee, and becomes an object of interest and concern."

2 B.&F.S.S. 1835. p18.

3 B.&F.S.S. 1897. p312.

accommodating 1,680 children, for a total building cost of £3,578-7-10, between 1834 and 1839.¹ From some of these it is clear that vigorous local efforts had been made. The Southampton girls' school had been rebuilt in 1835 by private subscription aided by a government grant of £65.² The total building cost had been £318-19-7.³ When the boys' school came to be rebuilt in 1839 for £1,337⁴ the local committee asked for £300 only, and was granted half that amount. The smaller rural schools at Broughton and Liss,⁵ built in 1838 for £80 and £150 respectively, received £40 and £30 from the Treasury, evidence that much had been done locally even when the Treasury was not in the habit of granting all the money required.

In 1850 eleven British and Wesleyan⁶ schools were receiving annual grants and eight of these had been built with the aid of the Treasury of the Committee of Council.⁷ By 1870⁸ there were in all 25 such schools in Hampshire in receipt of annual grants. Building grants to British schools, as distinct from other grants, are not too common in the Committee of Council's Reports for Hampshire, but the money

1 Alton Boys' and Girls' (1835); Andover (1834); Basingstoke (1836); Broughton (1838); Fareham (1836); Fordingbridge (1836); Havant (1835); Liss (1838); Southampton Boys' (1839), Girls' (1835); Totton (1834).

2 B.&F.S.S. 1837. p76.

3 C.C.Ed. 1845. p351.

4 *ibid.*

5 B.&F.S.S. 1838. p12.

6 Whitchurch Wesleyan.

7 C.C.Ed. 1848/50. Appendix B.

8 C.C.Ed. 1870/71. p462.

awarded was very valuable in establishing the schools. For example, between 1841 and 1845 only two Hampshire British schools were successful, and government aid seems to have been decisive in these cases. The cost of building the Overton British School¹ for 140 children was £160, but local subscribers had managed to raise only just over £88. The Committee of Council granted £70 and the success of the venture was assured. While the Privy Council's aid to a larger school at Romsey² in 1844 was equally valuable. Local subscriptions had raised less than half of the £540 required. The Privy Council awarded £150 and the promoters went ahead in the hope that the remaining funds needed would come in. But the next year the Privy Council was again called upon and this time liquidated the £200 deficit with an additional grant.

The usual tests were applied and the Privy Council refused to aid the re-establishment of Fordingbridge British School, which had been closed for lack of funds, as the Committee had no confidence that the school would be supported for long.³ In this case they were mistaken as the school was successfully re-established, though with some difficulty,⁴ and received grants in respect of three apprenticed Pupil Teachers in 1849.⁵

1 C.C.Ed. 1841/42. Appendix B. p286. May 17, 1841.

2 C.C.Ed. 1845. Appendix B.

3 C.C.Ed. 1841/42. Appendix B. p286. July 8, 1841.

4 Cf. C.C.Ed. 1847. Appendix III.

5 C.C.Ed. 1848/50. Vol.II. p clxi1.

Other cases of financial distress are not hard to find. The Portsea Lancasterian Institution operated in a state of endemic financial difficulty and it took the committee some time to liquidate the debt involved in building the boys' school. The committee's annual report in 1813¹ regrets in consequence its inability at the time to extend similar benefits to the girls of the town. The school for 200 boys was opened in 1812 at a cost of £1,166-5-2, the money coming from subscriptions and donations, the profit on exchequer bills² which had been sold and a loan of £170 advanced by 17 subscribers.³ This loan remained unpaid for some years.⁴

The British School, Basingstoke, opened in 1840, though a relatively more prosperous affair, was equally burdened with repayment of a loan of £200 at 4% per annum, and the initial expenditure exceeded receipts by £82-19-6, even with a government grant of £100.⁵ This initial deficit was caused by the unexpectedly high cost of the fittings, as the school was conducted on the "Simultaneous Plan" and required a large gallery. The loan which amounted to an annual charge of £20 in January 1853⁶ was still being paid off in the 1860s when, as funds became available, lots were drawn and several shares were redeemed.⁷

1 Annual Report, Portsea Lancasterian Institution. 1813. p7.

2 *ibid.* p12.

3 Annual Report, 1814. p13.

4 *op.cit.*

5 Managers' Minutes, Basingstoke British School. August 23, 1841.

6 *op.cit.* 1861. February 28.

7 *op.cit.* 1862. January 9; 1863. January 8.

Perhaps a more unusual impediment to building was that experienced by the managers of the Bournemouth British Schools at the end of the period. In a letter to the Privy Council the secretary complained that the managers wished to rebuild the schools but " have repeatedly informed your department that they cannot obtain sites on which to build them owing to a coalition between the clergy and the landowners."^I

^I Letter from H.M. Aldridge to F.M. Sandford. 26/5/1873. Ed.2/194.
Public Record Office.

III. Catholic Schools.

In comparison with the Church of England and the Dissenters the Catholic Church was late in the field in co-ordinating its voluntary effort. The Catholic Poor School Committee only began its operations in 1847, and partly in consequence of this it was only in the 1850s that Catholic schools gained any part of the government building grant. A great burden was thrown upon the individual congregations, many of them in populous and impoverished districts. Their exertions, particularly those of the clergy, must have been considerable but they are not well chronicled.

In Hampshire the Catholics were essentially concentrated in the sea-port towns, and it is significant that the Poor School Committee directed its attention initially to these places. Building and support grants could be had from the Committee from 1847 onwards, though in modest amounts. Between 1847 and 1870 £125 in building grants was disbursed in Hampshire. There was a particular concentration in the early years on the schools in Portsea, which had received a total of £55 by 1851^I to aid successive building schemes. Several supporting grants also came the way of the Portsea schools,

I C.P.S.C. 1850. p25 & 1851. p37.

whose accommodation rose from 65 places for boys and girls in 1848¹ to 150 in 1851,² separate school-rooms for boys and girls being provided in the latter year. Other schools aided were those at Southampton(1849),³ Havant(1856) and Christchurch(1867).⁴ In the case of Southampton the grant was for alterations and improvements to a school built originally for 120 children. The initial cost of establishing the school can only be conjectured. The largest single grant issued by the Committee was one of £40 for the Portsea schools in 1850,⁵ though the sum more commonly granted was £15 or £20.

The number of building grants the Committee could make were few. In 1849, for example, only 38 schools in the country were aided.⁶ The boys' school at Winchester, built in 1853, seems to have been established entirely by means of local resources, the income being derived mainly from subscriptions and donations,⁷ while the schools at Aldershot and Gosport gained building grants, of £25 and £15 respectively, only in 1872.⁸

Aid from the Committee of Council was much delayed, as "The Catholic School" lamented in 1849. The magazine declared, "Not one shilling of the public money has yet been granted towards the building of a Catholic school-house."⁹ The delay was mainly the result of a

1 C.P.S.C. 1849. p108.

2 op.cit. 1851. p37.

3 op.cit. 1849. p108.

4 op.cit. 1869. p65.

5 op.cit. 1850. p25.

6 The Catholic School. July 1849. p109.

7 St. Peter's School Accounts, 1855. p131. 28May & 21October.

8 Diamond, M.G. The Work of the Catholic Poor School Committee. App I.

9 The Catholic School. No.6. May 1849. p83.

dispute over the enrolment in Chancery of the school trust-deeds. T.W. M. Marshall, Inspector of Roman Catholic schools, observed that, though many applications had been made in the three years of the Poor School Committee's connection with the Privy Council, by 1851 no public money had been spent on building Catholic schools.¹ By 1852 conditional grants were due on 37 Catholic schools in England.²

The reports of the Committee of Council contain very few references to Hampshire Catholic schools. A report on the Portsea (St.John's) and the Southampton school appears in the minutes for 1853,³ but all that is said of the first is that the buildings were in good repair, and of the second that the inspector had conferred with the managers by request, that new buildings were planned, and an excellent site had been obtained. All that is said of Gosport is that new buildings were being erected.⁴

It would appear that one reason for the relatively small share of the building grant gained by Catholic schools was unwillingness on the part of the managers to seek a connection with the government, and this unwillingness, according to one authority,⁵ was renewed by the introduction of the Revised Code. In 1861 eleven grants were made to Catholic schools, in 1862 there were two, and in the three succeeding

1 C.C.Ed. 1851. p617.

3 C.C.Ed. 1853. Vol.II. p830.

5 Diamond, M.G. op.cit. p189.

2 C.C.Ed. 1852/53. Vol.II. p707.

4 C.C.Ed. 1855. p520.

years only one each year.^I

One conclusion is that the building operations of the Catholics in Hampshire were sustained essentially by the local congregations and that major agency in encouraging, and partially subsidising, this effort was the Poor School Committee.

^I Diamond, M.G. op.cit. p189.

IV. The Buildings.

A major difficulty which confronted school promoters was the procuring of suitable school-rooms. Although a degree of standardisation was exerted, at first by the National Society^I and later by the Committee of Council,² the accommodation provided was often a matter of local expediency. Indeed the National Society urged a barn as no bad model for a school and asserted that a good one could be converted with ease.³

Several interesting expedients were adopted in Hampshire. By far the most common measure was to use buildings connected with a church or chapel. For example, of 30 daily schools in Portsmouth in 1851⁴ eight were carried on in such buildings, the majority belonging to Dissenting congregations. The Orange Street Schools were held in the body of an old chapel, while at the schools in Bath Square the boys were taught at the top of the Bethel Chapel and the girls in the front gallery of the same building.⁵ Other makeshift arrangements in Portsmouth were at the daily and Sunday schools in St. Mary's Street, held in two large store-rooms which had formerly belonged to the government, and at the Hay Street Schools, carried on in two large

I Cf. Burgess, H.J. *Enterprise in Education*. National Society and S.P.C.K. London. 1958. p39.

2 Ed.7. P.R.O.

3 N.S. 1816. Appendix. IV.

4 Slight, H. MS. *A Personal Inspection of the Schools within the Borough of Portsmouth*. 1851. Portsmouth Central Library.

5 *ibid.*

upstairs rooms which had been used as factories.¹

Several of the schools visited by Thomas Short, as secretary of the Hampshire Society between 1829 and 1834, were carried on in temporary or makeshift accommodation. At Chilbolton the school-room was formed out of an old blacksmith's shop and Short readily admitted that it was "not a very splendid place."² The parochial school at North Waltham had fallen into decay but in 1833 the rector re-established it in a coach-house.³ The supporters of the National School in Green Row, Portsmouth raised sufficient funds by subscription to provide a room for the boys, but the girls had to assemble in "a large ball room belonging to a society."⁴ Many more schools were kept in private houses or parts of houses adapted for use as schools.

The first Catholic boys' school in Winchester was held in an old stable which was converted into a school-room in 1853 for £69.⁵ Sometimes inconveniences arose from the use of make-shift accommodation. Cleanliness and order were difficult to maintain at the Andover British School because the school-room was still being used as a timber-store by a neighbouring dealer.⁶ Order was also difficult to maintain at the Southampton, All Saints girls' school which was being

¹ Slight, H. op.cit.

² Short, T.V. Note-book. Guildhall, Winchester. 1830.

³ op.cit. 1833.

⁴ op.cit. August II, 1830.

⁵ St. Peter's Catholic School. Accounts. p130.

⁶ C.C.Ed. 1848/49. Appendix V. p384.

conducted in a private house in 1847, for as the Inspector records, " the girls, being recently assembled, began by beating their governess."¹

School managers sought essentially economical plans, especially in the early years before government assistance became available. Rev. F. Iremonger² recommended several local arrangements for procuring land which might serve a particular locality, and recognised that there could be no general remedy to the building problem. Among ways of obtaining land he suggests building on glebe land and having land allotted for a school by the enclosure commissioner. As far as make-shift buildings were concerned he also favoured converted barns and cottages.³

As for purpose-building, his brother, Rev. Richard Iremonger, had evolved an economical plan for the village of Wherwell in 1813, which is instructive in its use of local materials and labour.⁴ The school-room was 50 feet by 20. 15 loads of large flints sufficed for the foundation. Each principal farmer in the parish contributed three loads and the flints were gathered by women who were supported out of the poor-rate. The clearing of the site, the laying of the foundation and the building of the chalk and rubble wall were done by two or

1 C.C.Ed. 1847. Rev. Moseley's Tabulated Reports.

2 Iremonger, F. Suggestions to the Promoters of Dr. Bell's System of Tuition. William Jacob, Winchester. 1813.

3 op.cit. p204.

4 op.cit. pp208-210.

three old men who were also supported by the rates and usually employed in mending the parish roads. Second-hand glass and frames were purchased for the windows. The roof of long poles and thatch was also provided by the farmers. Three or four fir trees sufficed for the supports and each farmer provided a load of straw. Iremonger estimated that to purchase the roofing material would have cost £28. The thatching cost exactly £4 and the floor of earth mixed with lime another £4. The remaining materials consisted of 5,000 ceiling laths and 17,000 nails at a gross cost of £10-17-6. This substantial saving in materials and labour produced a school-room for approximately £25, whereas if all the materials and labour had been paid for the cost would certainly have been considerably in excess of that amount.

In 1815 the National Society asked for a uniform plan to guide managers building National schools, with the aim of combining the greatest convenience with the least possible expense.¹ It was recommended that each child should have seven square feet of floor space. The floor could be of brick, stone, plaster or wood and the roof of slate, tile or thatch. The ceiling height soon became a matter of concern. The Society fixed the minimum at nine feet in 1819 for schools receiving grants, but raised it to ten² in 1825. To some extent the National Society pioneered a building policy which was

¹ N.S. 1816. Appendix IV.

² Cf. Burgess, H.J. op.cit. p32.

soon adopted by the state in its insistence on at least six square feet per scholar.¹ In view of these requirements the little school at Wherwell could provide for between 140 and 150 children for a building cost of £25, or just over three shillings per head.

We are indebted to Mr. Henry Slight, a local gentleman and occasional lecturer with a consuming interest in public health, for a picture of Portsmouth school buildings in 1851.² A number of the schools he visited were capacious and some had been built with grants from the National Society and the Committee of Council, but his main concern was with sanitation, and on this score a large number of the schools were unsatisfactory. Many were without running water, while the privies and water closets at the Orange Street Schools in St. John's ward were most unsatisfactory in that in the boys' school the privy discharged into a cess-pool below the floor and a small urinal ran into the street gutter. The girls were in yet worse circumstances. The smell of the water closet was said to be oppressive and, in a small yard behind the school through which the pipes drained, there were rats which often entered the school. In consequence the yard-door was seldom opened and this added to the closeness of the atmosphere.³

1 Ed.7. P.R.O. & Burgess, H.J. op.cit. p31.

2 Slight, H. op.cit.

3 op.cit. December II, 1850.

The Bath Square Boys' School had neither privy nor urinal, nor was any water supplied. It was mentioned, perhaps by way of mitigation, that the school was in a healthy position on the sea-shore. A number of the schools were badly placed. The school under the Grosvenor Street Chapel had no play-ground and was too low. It was four feet below street level, was badly ventilated, and the water supply was too near the cess-pool. The industrial school in Poor House Lane suffered from epidemics by reason of the "night-soil" in the nearby fields, while the nuisance which the children at Kingstone School had to suffer was the odour of the neighbouring cemetery. The situation of the infant school in Broad Street could not possibly have been healthy by virtue of the nearness of the slaughter-house. Moreover, few of the schools had play-grounds. Of the 30 daily schools which Slight visited 17 had none, though the children in some cases could use the fields for recreation.

The buildings doubtless improved as the National Society and the government in particular came to share the building cost, but it is clear that all was not entirely well from the inspectors' returns following the passing of the 1870 Act.^I A frequent stipulation for those schools which were only provisionally recognised as providing efficient accommodation was the provision of separate "offices" for the boys and the girls.

^I Ed.2/194-205. P.R.O.

CHAPTER FIVE

Running Costs.

I. Church Schools.

" The principal impediment to the universal adoption of Dr. Bell's plan in small villages and parishes arises from a want of wealthy families in the vicinity, capable of giving effectual support, and from a scanty and indigent population, which cannot be expected to contribute."

Report of the Hampshire Society, 1827.

When local resources had been nearly exhausted in building a school they were again called upon, from year to year, to help run the school. Most parochial schools had difficulties in meeting their annual expenses, or at best maintained only a small balance.^I The most fertile local sources of funds were annual subscriptions and the children's pence, supplemented in many cases by donations and such miscellanea as the proceeds of the girls' needlework and the sale of copy-books to the pupils. A number of schools also benefitted from local endowments. The contribution of these endowments, often quite small, and the fate of the endowed grammar schools merit separate treatment in the next chapter.

I Cf. Ed.7. P.R.O.

The largest item of expenditure, and the schools' greatest problem, was payment of teachers' salaries,¹ and inequality of means is one cause of the great variation in teaching standards.

Unfortunately the augmentations of income which could be had from the government in respect of certificated teachers and apprenticed pupil-teachers went to those schools which could afford better qualified staff. In meeting these expenses the schools' best friend was often the clergyman or the landlord. "The parishes of East Tisted, Stratfieldsaye, and West Meon are admirable examples of all that is practical being excellently well done by those to whom the poor look up for the welfare of their children."²

It is clear from successive reports of the Committee of Council that many National and Parochial Schools had great difficulty in making ends meet. In 1847,³ for example, the gross income, exclusive of government aid, of 23 Hampshire National Schools which had made returns in that year was £1,834-6-8³/₄, while their annual expenditure amounted to £1,930-15-8¹/₂. (see Appendix V. I.) Subscriptions produced the largest revenue, followed by the children's pence, while endowments, which benefitted seven of the schools, raised a little over £150 each year. In only three schools in this latter category, those at Bishops Waltham, East Tisted and Nether Wallop, did the income

1 C.C.Ed. 1845. p63.

2 ibid.

3 C.C.Ed. 1847/48. p ov.

from endowment exceed that from any other single source. The 23 schools also gained, in total, £III-IO-0 in respect of certificated teachers and £673 in respect of apprenticed pupil-teachers. Far and away the largest item of expenditure was the £I,53I-I4-3 paid out in teachers' salaries. Twelve of the 23 schools had an annual deficit in their funds, either marginally or appreciably. Although this particular sample is a small one it indicates a trend which is borne out by other sources.^I

The exertions of the clergy and others can be seen in some of these 23 returns. The rector at West Tytherley provided the fuel and some of the books, and it was the rector again who made up any deficiency in the funds at Bishops Waltham. At East Tisted all repairs were undertaken by the squire, while at Hursley National School all the inhabitants had to provide was £60 for the teacher's salary, all other expenses were borne by Sir William Heathcote and the vicar.²

This position of appreciable financial difficulty in many of the schools is reinforced to a large extent by later reports of the Committee of Council. In 1850, for example, the income of 89 Hampshire schools, of which the vast majority were Church schools,³

I Ed.7. 38/39/40. P.R.O.

2 C.C.Ed. 1847/48 p cv.

3 96 of 123 schools on Grant List in 1850.

was £6,428-II-II, but expenditure exceeded this sum by over £600.¹

A further useful set of records, which give much local detail on the finance of individual schools and about how deficiencies were dealt with from 1846 onwards, are the Preliminary Statements made by managers in application for a government grant, now preserved in the Public Record Office as Education Class 7.² The statements of income and expenditure are sometimes estimates but more commonly the figures relate to the financial year prior to the application. Something between a third and a half of the schools were deficient in funds at the end of the year, but made them up in various ways, so few carried a debt over to the next year. As might be expected the clergyman was called upon heavily, and he is the person most frequently named as being responsible for defraying any deficit, or as the managers of Amport National School put it in 1870,³ they "supposed" the vicar was responsible and then hastened to add that they had no debts beyond those of the current year. At East Woodhay the deficiency was carried over to the next year and "ultimately paid by the rector."⁴ The deficit in 1857 was over £9 and, judging by the balance sheet,⁵ the rector had paid out substantial sums in preceding years. The delicate balance of some schools' financial affairs can be judged by

¹ C.C.Ed. 1850. p colxxxv. also 1852/53 p373 and 1870/71 pp61-63.

² Ed.7. 38/39/40.

³ Ed.7/38.

⁴ *ibid.*

⁵ *ibid.* Balance due rector December 31, 1855 £8-14-5

" " 1856 £17-17-5.

the case of North Eling National School in 1858.¹ Here again the vicar made up any deficit, but " in consequence of the death of a subscriber " there was a larger deficiency than usual.

Local notables or their families rescued several schools from debt. At Ampfield² any deficiency was made good by Lady Heathcote. At South Baddesley the patron was a Mrs Freeman,³ while similar services were provided by Lady Hulse at Breamore⁴ and by Lord Northbrook at East Stratton,⁵ to name but a few. Other methods of meeting a deficit were merely to call for extra subscriptions,⁶ or have the vicar preach an occasional sermon in support of the school.⁷ At the Winchester Central Schools the sermon was an annual occasion and a normal part of the anniversary celebrations to mark the founding of the schools.⁸

The least common, and perhaps least expected, method of meeting a deficiency was the levying of a voluntary education rate. Such rates were raised, on occasion, in support of the schools at Ellingham⁹ and King's Somborne.¹⁰ These schools were perhaps in a fortunate position. The schools in Bournemouth were unlikely to benefit by similar voluntary action to judge by the comment of the secretary of the British School

1 Ed.7/38.

2 op.cit. 1865.

3 op.cit. 1856.

4 op.cit. 1864.

5 op.cit. 1868.

6.op.cit. Eling.N.S. 1863.

7 op.cit. Bramshaw.N.S. 1852. Portsea, St.John's.1846. Southampton, Holy Trinity. 1852.

8 H.S.R. 1812.

9 Ed.7/38. Ellingham. November, 1870. " Any deficiency in finance is made up by a voluntary rate and subscriptions."

10 Hampshire and Wiltshire Adult Education Society. Annual Report. October 7, 1857.

there that there was in the town a " numerous class who have never promoted the education of the people in any way, and who will never agree to any voluntary rating for any object however beneficial."¹

School funds had to be fostered with care and managers were particularly anxious to see that the children's pence were paid regularly. Where possible quarterly payments were called for,² especially from the relatively prosperous parents, with sometimes a small reduction in the terms in return. Payment was usually required in advance. For example, the managers of St. Thomas's Boys' National School, Winchester passed a resolution in 1856 requiring all payments in advance, either quarterly or weekly.³ Similar anxiety is reflected in this entry from the log of St. Peter's National School, Farnborough.

July 9, 1866. " A child named Lunn came without its pence, its brother and sister also brought no money; as 2d was owing for last week, I threatened to send them home again if they did not bring it on Tuesday. This afternoon they brought a note stating that it was not due till the end of the week. I therefore sent one of them home to inform the parents that the rule was for children to bring their pence on Monday morning."

1 Letter. 15th September, 1871. Ed.2/194. File No. 3579.

2 e.g. Ed.7. North Eling, 1864: employers of labour 2/6 per quarter, rest 1d per week. N.S.C.F. Ringwood, 1848: 1d per week, 1/1 per quarter, infants 2d per week, 1/8 per quarter: Southampton, All Saints. 1848: 2d per week, 2/- per quarter.

3 Managers' Minutes. February 14, 1856. Hampshire Record Office.

St. Thomas's National School, Winchester fostered subscriptions with similar care^I and appointed a collector who was allowed a small discount on those he brought in. In January 1857 a Mr. E. Tanner was selected for this task and was paid 8d in the pound for old subscribers and 1/- in the pound for new ones. This was clearly no new practice at the school for under the same date it is recorded that a Mr. Norris should be paid his due for £30 collected.

It would be difficult, and perhaps not very meaningful in view of the wide variations in the financial circumstances of the schools and in the facilities provided, to calculate the cost per head of elementary education over the whole period, or even for a particular year; although such estimates are occasionally available from the Reports of the Committee of Council. For example, in 1868 the average cost per child in Church schools in Hampshire and four neighbouring counties was £1-7-1² and £1-6-11 in 1870,³ while a decade earlier the Newcastle Commission⁴ calculated that, over the country as a whole, it cost £1-1-4 to educate each child in Church schools which were receiving government aid.

But it is possible to note some variations in the same place over the years, and in certain places within the same decade. At the

¹ Managers' Minutes. January 14, 1857.

² C.C.Ed. 1870/71. p63.

³ *ibid.*

⁴ Gregory, D.D. Elementary Education. Some Account of Its Rise and Progress in England. London. 1905. p76. Statistical Summary.

Winchester Central Schools which, in comparison with many, could call upon considerable resources, the cost per head in 1829^I was thirteen shillings a year, or less than 4d a week, and the resources of the Hampshire Society were little more than adequate to bear this cost. At Milbrooke in 1824² the annual cost of educating 200 children can be calculated at five shillings per head, though it should be noted that the statements of expenditure in the National Society's Correspondence Files are usually estimates, and that it was in the applicants' interests to keep the estimates low in order to assure the National Society that they could meet the running costs each year. The figures in the Preliminary Statements (Ed 7) are more commonly the actual cost in a particular year.

To give some further examples, the cost per child at Chilbolton National School increased from 16/6½ in 1857 to 18/6 in 1864,³ while at Portsea, St. Agatha's the costs are calculated as much the same between 1846 and 1852,⁴ being 5/- and 5/5 per child respectively. At East Boldre the school cost 8/4 per child to run in 1840⁵ and thirteen shillings in 1870,⁶ and at Baughurst ten shillings in 1842⁷ and £1-0-6 in 1868,⁸ a degree of inflation which might be expected.

I H.S.R. 1829.

2 N.S.C.F. Milbrooke, 1824.

3 Ed.7/38.

4 N.S.C.F. Portsea, St. Agatha's, 1846 and 1852.

5 N.S.C.F. East Boldre, 1840.

6 Ed 7/38.

7 N.S.C.F. Baughurst, 1842.

8 Ed 7/38.

Wide variations in cost can be seen from place to place in the decade from 1860 to 1870. While the average cost in Berkshire, Hampshire, Oxford, Surrey and Wiltshire at the end of the decade was £1-7-0,¹ several schools cost appreciably less to run. Between 1868 and 1870 the following are some of the variations in Hampshire; Baughurst £1-0-6, Bransgore 12/2, Ellingham 11/8, Eastleigh 17/3, Bedhampton 14/2½, while Horndean National School cost £1-9-0½ per child in 1860 but the school at Durley only 10/6 in the same year. In the middle of the period Curdridge National School cost £1-4-0 (1865) and Breamore £1-15-0 (1864).² There would appear to be no easily definable pattern attributable to one major cause, while averages give but a rough indication of the schools' varied fortunes, though it would seem that, taken decade by decade, more Hampshire schools were claiming to cost less than £1 per head each year to run than those which cost more.

Fears were entertained by the managers of some National Schools that the coming of the Revised Code, with its curtailment of certain government grants, would cause closures. This fear Rev. Warburton³ considered to have been proved unfounded as far as Hampshire schools were concerned by 1865. The effect of the Code had been rather to

1 C.C.Ed. 1870/71. p63.

2 Ed.7 and N.S.C.F.

3 E.C.Ed. 1865. p224.

produce more careful accounting and greater economy in the running of the schools, and indeed, greater regularity of attendance. By 1867^I the same inspector saw that the minds of the clergy and other school managers were more burdened with anxieties respecting a conscience clause than with financial difficulties.

II. British Schools.

" The institution continues to be perseveringly useful, and is as prosperous as at any former period, with the single exception of its funds."

Landport(Portsea)Lancasterian Institution.
Annual Report, 1863;

British Schools also had considerable difficulty in meeting their annual expenses though they could call, from time to time, upon the resources of the British and Foreign School Society to help defray the deficit. In 1839, for example, the Havant and Ringwood schools had applied to the Committee of Council for such aid and had been refused. The Havant school, however, did get a grant from the British and Foreign in 1839,¹ though there is no record of the Ringwood school, whose funds were £30 deficient, being aided at this time. In all 43 Hampshire British Schools received financial aid from the parent body between 1816 and 1870.²

By far the best documented British Schools in Hampshire are those at Portsea³ and Basingstoke,⁴ whose records are complete for much of the period under consideration. The Portsea school soon ran

1 B.&F.S.S. 1896. p312.

2 *ibid.*

3 Annual Reports, 1812-1851. Portsmouth Public Library.

4 Managers' Minutes, 1841-1871. Hampshire Record Office.

into difficulty and in 1819^I had to defer the redemption of the reward tickets because of the "very impoverished state" of the funds. The major part of its income came from subscriptions, which the reports often lament were too few in number for financial security.² In 1822 the girls' school could count only 43 subscribers, and in 1826 the committee had to decline an invitation to form an auxiliary to the parent society as more subscriptions were needed, and as the school was in debt at the time by 18/3 on current expenses and the deficit was expected to increase.³ The result was that fees, yielding an estimated £50 each year, had to be charged in 1830.⁴ Despite these measures, and the small increment provided by the sale of clothing made in the girls' school,⁵ the funds of the institution remained in an unsound state and in 1838 the committee had to withhold its usual gratuity to the master and mistress.⁶ The balance in hand was 3/4. However, the pleas for support, which were a normal part of the committee's report, bore fruit and in 1844⁷ the boys' school rejoiced over 17 new subscribers. Unfortunately the same report had also to record that the school's income had scarcely met its expenditure. The girls' school made a similar report in 1850. The balance at the end of the financial year was three shillings.

I Annual Report, 1819. p6.

2 op.cit. 1821. p3; 1822. p6; 1826. p5; 1838; 1844.

3 op.cit. 1826. p5.

4 op.cit. 1833. p5. "Pay system has now been adopted for 3 years."

5 op.cit. 1820. p9.

6 op.cit. 1838.

7 op.cit. 1844.

The Basingstoke school was opened in 1841 and experienced considerable difficulty in the early years. In January 1843¹ the committee resolved that the 1½ years' rent which was due on the school-house should be left unpaid for the time being and that other bills should be discharged, "as far as the balance in hand will admit," and the next year the children were obliged to pay for their copy-books.²

The children's pence were fostered with care. In 1849³ it was decided that the weekly payments would be required from absentees, unless the child could produce a note from his parents stating that he had been ill. In 1855⁴ it was calculated that the product of the pence was £147-16-4 over 49 weeks. By dint of careful accounting and a separation of the accounts into a School Property Department and an Educational Department⁵ a balance, though often a precarious one, was achieved in the 1850s.⁶ The school had become sufficiently affluent in the 1860s to begin redeeming some of the shares which had been raised to build the school,⁷ and to become a subscriber to the Southern Counties Adult Education Society in 1869.⁸

1 Managers' Minutes. January 3, 1843.

2 op.cit. April 25, 1844.

3 op.cit. December 6, 1849.

4 op.cit. February 9, 1855.

5 ibid.

6 e.g. March 12, 1858 £19-13-6½.

March 31, 1859 £1-6-5½.

February 27, 1868 £19-13-4.

7 op.cit. January 9, 1862

January 8, 1863

8 op.cit. February 11, 1869

In attempting to remedy deficiencies in accommodation, under the pressure of the 1870 Act, the managers made the following statement of their record over the 31 years to December 31, 1871.¹ In the period the school had educated 1,211 boys and 699 girls at an average cost of £3-11-10 per child. The gross outlay between 1841 and 1872 had been £6,861 while the school had received, in the same period, £4,425-10-0 in fees, £1,654-10-0 in subscriptions and £781 in government grants since 1861.

Less thorough, but significant, glimpses can be had of other British Schools at various times over the period from the reports of the Committee of Council and the Preliminary Statements made in application for a grant. The schools at Fareham, Havant, Southampton and Totton in 1845² taken as a whole had a marginal deficit,³ while those at Fareham and Southampton returned income and expenditure as being exactly in balance. The major part of their revenue came from the school pence. In 1846⁴ the Andover school, for 104 boys and 100 girls, had an income of £64. Annual expenses were stated to be £62, but as this accounts only for the salaries of the master and mistress it is clear that the school would normally have had a deficit. Clearly this was the case a decade later.⁵ In July 1856 the income of the boys' school was £44-16-10 and of the girls' £25-0-10. But the

1 Circular to Parents. May 1872. Hampshire Record Office.

2 C.C.Ed. 1845. p375.

3 Income £296-12-6. Expenditure £303-2-6.

4 C.C.Ed. 1846. p256.

5 Ed 7/38.

salaries of the master and mistress accounted for these sums exactly. The deficiency was customarily made good by a private gift at the end of the financial year. In this case the deficit was £10.

To judge by the local committee's report in 1847¹ the Alton Boys' School was one of the more fortunately circumstanced. They could record an increase in funds which had arisen largely from the freely offered subscriptions of some of the parents, who had, as the committee put it, " the laudable desire to render themselves independent of the benevolence of other subscribers."²

In 1867³ Bishops Waltham British School for 112 children cost £66-12-0 to run, but the only income given in February of that year was £25 which came from the children's pence. Presumably there were subscribers who would make this a more profitable venture. This worked out at a cost of 13/8 per child.⁴

From the statistics concerning the four Hampshire British Schools reported on by the Committee of Council in 1845⁵ the cost per child ranged between 10/10 at Fareham and 17/4 at Totton, though it should be recalled that in the case of the Southampton school the expenditure was an estimate because of the re-building which was in

1 B.&F.S.S. 1847. p55.

2 *ibid.*

3 Ed 7/38.

4 *ibid.*

5 C.C.Ed. 1845. p375.

progress. According to the Committee's report on British Schools in the South Eastern district, the average cost per child in 1870¹ was £1-7-8³/₄, a little more expensive than the Church schools in the same district at the same time.² There are insufficient examples in one particular year to make a valid estimate of costs in Hampshire British Schools alone, though variations can be noted over the period. It has been seen that the cost per child at the Basingstoke British School between 1841 and 1872 was £3-11-10, but when the school was opened the average cost was estimated to be 25 shillings per child.³ In 1854⁴ it was stated to be 17 shillings and in 1861⁵ 17/4, a reduction which was due in part no doubt to the paying off of shares which had burdened the school for so long. By comparison the cost at Andover in 1856 was £1-5-9 in the boys' school and 17/8¹/₄ in the girls' school.⁶

1 C.C.Ed. 1870/71. p260.

2 op.cit. p63.

3 Managers' Minutes. August 23, 1841.

4 B.&F.S.S. 1854. p55.

5 Ed 7/38.

6 ibid.

III. Catholic Schools.

" Of all classes of communities into which our society is divided, there is none so burdened by almost hopeless poverty, or so embarrassed by the disproportion between its necessities and its resources as the body in question."

General Report on Catholic Schools, 1849.
T.W.M. Marshall, H.M.I.

It has been indicated already that the major impulse in the foundation and support of Catholic elementary schools came from the congregations and the clergy, seconded by the Catholic Poor School Committee. Few people of substance came to the schools' aid and there were many districts where the conditions of the Privy Council could not be fulfilled.¹ In these circumstances the Poor School Committee's supporting grants assume a greater significance. It is recorded that between 1848 and 1870 £110 was distributed in such grants in Hampshire but to only two places, Portsea and Southampton, and it was the Portsea schools which took the major share.²

Few Hampshire Catholic schools would gain any addition to their funds in respect of certificated teachers or apprenticed pupil-teachers. Indeed, of 585 Catholic schools in England and Wales in 1853 only 55

¹ Cf. Diamond, M.G. The Catholic Poor School Committee: 1847-1905. M.Ed. Thesis. Liverpool. 1963. p58.
² £80 between 1848 and 1851.

received an addition from the government of between £10 and £30.¹ Certainly in 1852 the Poor School Committee has no record of apprentices in Hampshire Catholic schools.² By 1854 less than a quarter (126) of the Catholic schools in England and Wales had pupil-teachers and about one eighth (73) were under certificated teachers.³

Hampshire Catholic Schools began to share in the government grant in the 1850s. The Portsea and Southampton schools came under inspection in 1852,⁴ and the mixed school at Gosport in 1857.⁵ The Southampton school was under a certificated teacher, trained at Hammersmith, from 1858,⁶ while the schools at Lymington and Stockbridge in December 1860 received certificated mistresses who had been trained at St. Leonards.⁷ Thus significant additions to local resources were gained by some Hampshire schools. The Portsea schools in 1852⁸ gained a grant of £2-11-4 from the Privy Council for the purchase of books and maps, and in December 1866 the managers received £15-5-0 from the parliamentary grant.⁹ Impoverished though it was, the Portsea girls' school at the end of the period produced a pupil-teacher of sufficient distinction to gain the Poor School Committee's 5th Year Silver Medal for proficiency in Religious Knowledge.¹⁰

1 C.P.S.C. 1853. p18
 2 op.cit. 1852. pp46-47.
 3 op.cit. 1854. pII.
 4 C.C.Ed. 1853. Vol.II. p830.
 5 op.cit. 1857. App.F.

6 C.P.S.C. 1858. App. F.
 7 op.cit. 1860. p xlvii.
 8 op.cit. 1852. p45.
 9 op.cit. 1866. p xci.
 10 op.cit. 1871. p65.

Enough has been said of the plight of the Portsea schools. Other Catholic schools were perhaps more fortunately situated. The small school at Alverstoke, another working-class district, was favoured with the attention of the Catholic incumbent of Gosport, Rev. John Clark. He was clearly a man of some substance, for it is recorded in the 1833 Parliamentary Inquiry that he allowed the mistress a salary proportional to the number of children in the school at the rate of 6d. per week.¹

St. Peter's Catholic Boys' School at Winchester seems to have been in a more fortunate position still. Collections in chapel, school pence, the rent from certain property, donations and the sale of copy-books all contributed to a relatively sound income. It appears from Rev. Collingridge's extant account books that the school was not greatly burdened with debt. In 1856 £19-9-10¹/₄² was garnered from occasional collections in chapel and a further £16-5-9¹/₄ from the same source in 1857.³ Chapel collections between October 1862 and December 1866 raised a total of £96-16-11¹/₂.⁴ The rent from No. 8 St. Peter's Street brought in £16-18-6 a year,⁵ though it was not always paid each year but was allowed to accumulate, while it is noted in the accounts that in 1856 the house was then unoccupied.⁶ The school was

1 P.I. 1833. p834.

2 St. Peter's School Accounts. 1st January, 1856.

3 op.cit. 1st January, 1857.

4 op.cit. 23 December, 1866.

5 op.cit. 13 October, 1856.

6 ibid.

nonetheless sufficiently in balance to provide clothing for the children, apprenticeship premiums for some of the boys and an annual feast.^I

I St. Peter's School Accounts. September & November, 1859.

IV. What It Cost The Parents.

Parents still had to make financial sacrifices even when education was provided free of charge. A boy of nine or ten might add 1/6 to 2/6 a week to the family income, a useful increment to a farm-labourer with a large family earning nine shillings a week.¹ When school pence were charged an additional burden was imposed. This is illustrated in a letter from the rector of Baughurst, near Basingstoke, in 1844.² A flat rate of 2d per week was charged for all the children at his school, which was opened in 1843 at a cost of more than £400, of which only £40 had been raised from local sources. In asking for further aid from the National Society in 1844 the rector states, " the poverty of the parish is such that nothing more can be obtained from them.....Able-bodied labourers with large families at the present moment are receiving only 7/- a week."

In 1855 the Privy Council analysed school fees in Church of England, British and Catholic schools.³ The most common payment in Church of England and Catholic schools was 1d or 2d, indeed in 1851 the inspector of Catholic schools in the Southern district found

¹ Cf. C.C.Ed. 1847/48. Vol. II. p. 6.

² N.S.C.F. Baughurst, 1844. Letter February 23. Rev. John Johnstone.

³ C.C.Ed. 1855/56. p54 & p528.

little to say about fees as in most schools on his list a uniform system operated.^I The children were nominally charged 1d a week, which was paid by those who could afford it, and either remitted to the rest, or assumed to be paid for them by the managers. British and Wesleyan schools were a little more expensive, the children most commonly paying between 2d and 3d.

SCHOOL FEES : 1855-1856²

Church of England Schools

Berkshire, Hampshire, Wiltshire.

Returns from 76 schools.

Centesimal proportion of those children paying per week :

1d and less than 2d...65.72	3d and less than 4d...3.4
2d and less than 3d...28.38	4d.....0.52
Over 4d.....1.98	

British & Wesleyan Schools

Berkshire, Hampshire, Wiltshire.

Returns from 113 schools.

Centesimal proportion of those children paying per week :

1d - 2d...33.5	2d - 3d...43.98	3d - 4d...14.277
4d...6.16	Over 4d...2.09	

I C.C.Ed. 1851. p626.

2 C.C.Ed. 1855/56. p54 & p528.

Roman Catholic SchoolsSouthern District of England

Returns from 44 schools.

Centesimal proportion of those children paying per week :

1d - 2d....56.86

3d - 4d....5.06

2d - 3d....33.88

4d.....3.09

Over 4d.....1.61 (figures as given)

From the fees charged in 88 Church and British schools in Hampshire alone,¹ taken from all parts of the county over the whole period under consideration, and including most of the schools in Southampton, Portsmouth and Winchester which applied for aid from the Committee of Council or the National Society, a similar picture emerges. The majority of children in Church schools were paying 1d or 2d per week, but in a large number of these cases a scale of fees was charged so that, for example, at Bedhampton National School in 1868² 62 children were paying 2d per week while five others paid 3d.

Some schools were markedly more expensive than the average. Aldershot Parochial School³ charged 9d a week for tradesmen's sons and 6d for others in 1859, while the National School at North Lane,

¹ Ed.7 & N.S.C.F.

² Ed.7/38. Bedhampton.

³ N.S.C.F. Aldershot. 1859.

Aldershot¹ was charging only 2d a week for all in 1862. The parents of the children in both schools were described as "poor agriculturalists and tradesmen." The most expensive British School in Hampshire was the one at Basingstoke. In 1855 the lowest weekly fee was 3d, paid by 100 of the children, while 20 more paid 6d and 16 paid 9d.² The managers at the time were trying to build up a financial reserve to make extensions to the school buildings. The majority of Hampshire British Schools were charging between 2d and 3d.

FEES IN HAMPSHIRE SCHOOLS

1820-1870³

Returns from 63 National and British Schools with 7,049 children.

Charge	Children	Percentage
$\frac{1}{2}$ d - 1d	3,479	49.6
$1\frac{1}{2}$ d - 2d	2,950	41.7
3d	402	5.7
4d	146	2.0
Over 4d	<u>72</u>	<u>1.0</u>
	7,049	100.0 %

1 N.S.C.F. Aldershot. 1862.
2 Ed.7 & N.S.C.F.

In determining the scale of charges several tests were used. Most commonly charges varied with the financial position of the parents or with the number of children attending from the same family, but on occasion sex, age and educational attainment were criteria. A means test was applied in many cases. It would be tedious to catalogue the many schools where this was done, though it would appear, from the sample taken, to apply more to the purely rural parts than to the more heavily populated urban areas of Portsmouth and Southampton, where either a flat rate was charged or the number attending from the same family was the most common method of determining the rate of payment. Thus at the rural Church schools at Abbots Ann, Ampfield, Bedhampton, Bishops Sutton, Chilbolton, Ellingham and Portswood fees varied between 6d and 1d according to means. In the rural British Schools, those at Andover and Crondall charged a flat rate of 2d and 1d respectively, while those at Basingstoke and Bishops Waltham applied a means test.¹

In several cases means and numbers were both used to determine the rate. At Basing National School in 1866 the parents paid between 3d and $\frac{1}{2}$ d per child according to numbers and in several cases the parents of the "richer sort" paid 6d per week.² At Yately in 1865 the children of master mechanics paid 4d per week and others 2d, but if

¹ Ed 7/38.

² *ibid.*

more than one child attended from the same family the charges were halved. Infants and the children of widows paid only 1d per week.¹

Sometimes the scale of charges was adjusted so that after a certain number of children were attending from the same family then the remainder attended free of charge. The qualification for this concession varied with the school. At Crondall National School² a free place was earned by the third child in the school, at Burghclere and East Stratton³ by the fourth, but at Bishops Sutton⁴ only the fifth child gained in this way. At Curdridge National School a "block-payment" system operated.⁵ The normal rate was 2d per child, but if three from one family attended then 5d was paid, and for four the charge was 6d.

There were other, less common, tests. At Bishops Waltham National School in 1832⁶ the 80 girls paid 1d per week but an equal number of boys came free of charge, while at Portsea, St. John's National School⁷ in 1836 the boys again came free but the girls had to pay 1d a week until the debt incurred in building the school had been paid off. Bursledon National School reversed the trend somewhat and there the boys paid 2d and the girls 1d, unless they were under

1 Ed 7/38.

2 N.S.C.F. 1834.

3 Ed 7/38. 1867 & 1868.

4 op.cit. 1858.

5 op.cit. 1865.

6 N.S.C.F. 1832.

7 op.cit. 1836.

five when 2d was also charged.¹ At Otterbourne² the payments were adjusted to promote earlier attendance. The younger children, of whom the parents were often glad to be free, paid 3d and the older children 1d.

Less frequently an attainment test was applied. At Crofton National School in 1861³ the normal charge was 1d but 2d was paid if the children were sufficiently advanced to write in copy-books. Moreover, the parents had to pay for the copy-books. This also applied to Southampton, Holy Trinity where the charge was 4d per week in the upper classes, but only 1d or 2d lower down in the school. This latter practice of charging more for the subjects taken or for the level of attainment was deplored by the inspector of Catholic schools in 1851⁴ as a disincentive to the teacher to pay attention to the less able, as by it some pupils were distinctly more "profitable" than others.

In view of the obvious parental sacrifice involved in sending children to school in a number of places it is noteworthy that the inspectors of both Church of England and British Schools in Hampshire were opposed to an extension of free education, and were even prepared

1 Ed 7/38. 1855.
2 C.C.Ed. 1843/44. p42.

3 Ed 7/38.
4 C.C.Ed. 1851. p626.

to urge an increase in fees, though for reasons which differed slightly. Rev. Warburton in 1859¹ stated that in his district 64% of the scholars paid only 1d per week, and in a very few cases no fee at all was demanded. He felt that it was erroneous to assume that free instruction would lead to increased attendance. He had been told by one manager, compelled by lack of funds to raise the fee from 1d to 2d a week, that though there had been a falling off at first it soon became clear that a fresh impulse had been given to the school.² Rev. Laurie, inspecting British Schools in Hampshire in 1862,³ thought that an excessive proportion of children were paying 1d and 2d per week when the actual cost per scholar nearly always exceeded 6d per week. An increase in the fees would, in his view, make public education less like alms-giving and at least make the more well-to-do parents, small tradesmen and farmers, pay a more realistic sum for their children's education.

1 C.C.Ed. 1859. p137. (Hampshire, Berkshire, Wiltshire.)

2 op.cit. p138.

3 C.C.Ed. 1862/63. p83. (Cornwall, Devon, Dorset, Hampshire, Somerset, Surrey, Sussex, Wiltshire.)

CHAPTER SIX

Educational Endowments.

It has been indicated in the opening chapter that few endowed schools survived as separate entities beyond mid-century. From successive Parliamentary Inquiries and the Reports of the Charity Commissioners a steady decline in their numbers can be seen in the 19th century. The 1818 Parliamentary Inquiry¹ listed 95 elementary schools in Hampshire which derived some of their income from endowment. This number had declined to 83 when the report of the second Parliamentary Inquiry appeared in 1833,² and to 68 in 1846 when the National Society conducted its General Inquiry into Church Schools,³ and in the latter year only 15 of the schools depended solely on endowment.

The Digest of the Charity Commissioners' Reports which appeared in 1842⁴ names 37 non-classical endowed schools in Hampshire, which were visited mainly between 1824 and 1826, and it is clear from the actual reports that several of these schools had their income supplemented by other means. The same Digest also names 42 other

1 P.I. 1818. Vol.II. pp817-852.

2 P.I. 1833. Vol.II. pp834-866.

3 N.S.I. 1846. Co. of Southampton.

4 Ch.Comm.D. 1842. pp242-246.

Hampshire schools which benefitted from charities which were not attached to endowed schools, but which were, by then, devoted to education.¹ (see Appendix VI. Ib.) At the end of the period² 36 non-classical endowed schools were named in Hampshire. The difference from the figures quoted in 1842 is explained by the fact that Churcher's College, Petersfield was classified in the 1842 Digest as an elementary school but was included among the endowed grammar schools by the Schools Inquiry Commission of 1867.

The schools' difficulties were both financial and administrative and have been well catalogued.³ Although the total income of the endowed schools increased over the period many individual schools experienced severe financial difficulty. The smallness of some of the bequests, maladministration of funds, delay in the appointment of trustees, and the often crippling expense and delay of litigation in Chancery were but some of their problems.⁴

The payment of a rent-charge could fall into disuse with the lapse of time and be difficult to recover. Pollen's School at Andover is a case in point, though the outcome was ultimately a happy one. The mistress's salary of £10 a year was provided by a rent-

1 Ch.Comm.D. 1842. pp94-97.

2 S.I.C. Vol.XI. Digest 1868.

3 Cf. Kay-Shuttleworth, Sir James. Public Education. 1846-1852. London 1853. pp163-174.

also Cumin,Patrick. Newcastle Commission. Vol IV. pp271-368.

4 *ibid.*

charge bequeathed by J. Pollen in 1718. Almost a century later, Sir J.W. Pollen, being unaware that an annuity of £10 was payable out of a part of his property, sold Marsh Court Farm to a Mr. Edwards. Fortunately for the school the rent-charge was shown clearly on the original will and an endorsement was attached to the recent conveyance to that effect.¹

Part of the income of Oliver's School at Crondall was lost as a result of an oversight. The school was financed by the interest on Bank of England stock bequeathed by Elizabeth Oliver in 1802. As the dividends had remained unclaimed for a long time the stock had been transferred to the Commissioners for the reduction of the National Debt. By means of a suit in Chancery the stock was transferred to the school in 1821, with a reduced accumulated dividend.² Bailey's School at Itchen Abbas suffered an immediate loss of income as a result of ignorance of procedure on the part of the vicar, the governor of the charity. The school was to be maintained by the interest on £400 3/4 consols bequeathed by N. Bailey in 1823 for the instruction of six poor boys and six poor girls. Unfortunately the funeral expenses were wrongly taken out of the stock, thereby reducing it to £343-10-0. The reduced total income of £10-6-0 in dividends was in consequence only

1 Ch.Comm.R. 14th. p362. MS 136. 1825.

2 op.cit. p437. MS 211. 1825.

sufficient for the instruction of ten poor children instead of the twelve intended by the donor.¹

Laxity of another kind reduced the property of Pranell's School at Martyr Worthy. It appears that the "small old house, in which the masters formerly resided, and kept the school "² was lost to the charity because the minister and church-wardens had been unwilling to ask the parish clerk, and former schoolmaster, to vacate it on the appointment of his successor. When the Charity Commissioners reported in 1824³ a new school-house had been built by subscription. Here the master lived and taught the ten boys on the foundation, in addition to the fee-payers he was also allowed.

The Rev. William Gilpin, in contrast, was determined that no laxity on the part of the trustees, or delay in their appointment, should jeopardise his foundation at Boldre. In addition to the trustees, he appointed nine gentlemen, including the minister, and nine ladies as visitors who had power to inspect the master and mistress and make appointments when necessary. Trustees and visitors had to fill such ~~vacancies~~ as occurred in their numbers by a majority vote within six calendar months. Also to prevent abuse, he bequeathed the fund to his son William, his heirs and successors, and directed that

1 Ch.Comm.R. 12th. p510. MS 76. 1824.

2 op.cit. p523. MS 89. 1824.

3 ibid.

within one month of an abuse being noted an inquiry should be held and, if an abuse were proved, then the trustees should surrender the whole of the property. As a further safeguard he directed that the codicil bearing these provisions be printed and circulated. A copy was given to each visitor and trustee and others were deposited in the school. The copy which is at present in the Hampshire Record Office at Winchester bears a hand-written note stating, " This codicil is deposited in the school of Boldre by the Executors of the will - September 11, 1804."¹

These arrangements seem to have guaranteed the school's survival if not its financial security. When the Charity Commissioners reported on it in 1837² it was remarked that the permanent funds, £87 in dividends, were barely adequate for the school's maintenance, and the surplus scarcely sufficient to keep the building in good repair. At the time of the inquiry a debt of £25, occasioned by repairs, had had to be defrayed by means of a small fund in the Lymington Savings Bank and a voluntary subscription from the trustees, visitors and parishioners. However, Gilpin's bequest continued to benefit education at Boldre throughout the period. The school is listed by the Taunton Commission³ and another hand-written

¹ Codicil of the Will of the late Rev. William Gilpin, M.A. London. Printed for T. Cadell and W. Davies, Strand. 1804.

² Ch.Comm.R. 31st. p841. MS 489. 1837.

³ S.I.C. Vol. XI. Digest. 1868.

note on the copy of the codicil already referred to states that under the clauses of the 1870 Education Act a new school-house was built at a cost of over £1,600 and that £1,000 of this had come from the Gilpin Fund.

Other schools did, however, have a sound income and maintained a good financial balance at the end of the year. In a statement of usual annual expenditure which appears in the Charity Commissioners' Reports on the school at Sherfield-upon-Loddon^I a surplus of over £14 is shown, while the balance in the treasurer's hands had increased from £54 to £150 between 1818 and 1824. (see Appendix VI. II.) Price's School at Fareham, for 30 boys, cost £96-1-0 a year to run in 1826,² but its annual income from rents and dividends amounted to £264-10-8. This healthy balance unfortunately did not accrue to the scholars' benefit but was distributed periodically to poor widows of the town. On January 1st, 1825 £109-17-6 was given to 77 widows and in August of the same year a further £57-17-0 was spent in the same way. (see Appendix VI. III.)

When the Newcastle Commission reported to Parliament in 1860 it was clear to Patrick Cumin,³ one of the commissioners, that

I Ch.Comm.R. 14th. p516. MS 290. 1825.

2 Ch.Comm.R. 16th. p281. MS 337. 1826.

3 N.C. Vol. IV. pp271-368. Educational Charities. P. Cumin.

charitable endowments had done much for education but might do more, particularly at a time when the demand on the Exchequer was increasing each year.¹ Charitable endowments for education had acquired additional importance while the purposes for which other bequests had been made had declined by comparison. In Cumin's view the money laid out in apprenticeship fees and on alms-houses was being misdirected. He thought that small pensions would be equally useful to the recipients as alms-houses and would involve much less financial outlay. He felt also that many would agree that a good education was the best preparation for a tradesman.² A further means of increasing the contribution of endowments to popular education was to demand some payment from the parents and thereby do away with the responsibility of clothing and maintaining the children which was undertaken by several of the schools.³ In Hampshire nine⁴ of the 37 schools named in the 1842 Digest of the Charity Commissioners' Reports clothed all or some of the children on the foundation, and three of these⁵ also provided apprenticeship premiums.

1 N.C. Vol. IV. p281.

2 *ibid.* p319.

3 *ibid.* p293.

4 Basingstoke Blue Coat School; Gilpin's School, Boldre; Price's School, Fareham; Froxfield; Odiham; Churcher's College, Petersfield; Romsey; Taunton's School, Southampton; East Titherley.

5 Odiham, Romsey, Taunton's.

Moreover, the income from endowment was such, considering the 37 schools, that in many cases fee-payers were taken in or voluntary additions were made by various people. (see Appendix VI. IV.) In all 19 of the schools inspected by the Charity Commissioners between 1824 and 1837 had sought some addition to their income.

The most common means of increasing a school's income was to admit "pay-scholars" and, where their respective numbers were made clear in the reports, these not infrequently equalled or outnumbered those on the foundation. At Dummer^I in 1825 there were twenty poor children on the foundation and between ten and twenty more fee-payers, while at Churcher's College, Petersfield² in 1826 there were twelve "foundationers" and 45 fee-payers, some of them boarders. At Twyford, near Winchester,³ the Charity Commissioners agreed that the income of £26-6-2 a year was barely sufficient for the instruction of the 24 poor children on the foundation, but the master's financial problems were mitigated to some extent by the fact that the children's time in school was limited to four years and he could also take paying pupils. At Robert May's School, Odiham⁴ there were in 1825 twenty three boys on the foundation. These were taught by an assistant under the master's superintendence, while the latter took in fee-payers and gave them a classical education. This latter practice is perhaps the

I Ch.Comm.D. 1842. p244.

2 op.cit. p246.

3 op.cit. p247.

4 op.cit. p245.

reason why the school is still known locally as Odiham Grammar School,¹ although the teaching of English grammar was prescribed in the founder's will.² It is clear though that in one case at least this expedient was forbidden. W. Price's will of 1721 which provided for the establishment of the Charity School at Fareham expressly forbade the master to teach any other children than those on the foundation on any pretence whatever.³

Voluntary additions were made to the income of several of the Hampshire charities. At Amport⁴ the donor's widow supplemented the mistress's income of £20 a year with her own money and at Rotherwick⁵ Hon. W.W.L. Pole made a similar addition to the master's salary of £10 a year. Knight's Enham School, founded by the will of D. Dewar in 1790 for fifteen boys and ten girls, provided the master with a salary of £25 a year and an allowance of thirty shillings for pens, ink and paper, but by 1825 the patron was supplementing this income out of his own pocket and all the poor children in the parish whose parents applied, usually about 50, were instructed on the National System.⁶

Basingstoke Corporation performed a most valuable service for the Blue Coat School by voting it funds and then liquidating the

1 Although the building is used for a Secondary Modern School.

2 Ch.Comm.R. 14th. p510. MS 284. 1825.

3 Ch.Comm.R. 16th. p281. MS 337. 1826.

4 Ch.Comm.R. 14th. p345. MS 119. 1825.

5 ibid. p515. MS 289.

6 ibid. p369. MS 143.

debt from time to time. In 1824 the balance due to the Corporation amounted to £765-10-1 but in March 1825 the Corporation wrote off £700 of this debt.¹

Several other schools had their income from endowment supplemented by voluntary subscriptions,² and in the cases of Brockenhurst, Burghclere and Kingsclere the benefits of the charity were thereby extended to all the children of the parish. A larger number were united with the local National School or had become National Schools. (see Appendix VI. V.) Good examples of this are to be found at Basingstoke and Winchester. The Basingstoke Blue Coat School had lost its separate identity by 1825.³ The ten Blue Coat Boys were accommodated in the Boys' National School, which then occupied the room which originally belonged to the Blue Coat School. Indeed the property of the Blue Coat School had become much confused with the National School. One of the two houses belonging to the charity was occupied, rent free, by the master of the National School, while the other was let to the treasurer of the Girls' National School and occupied by the mistress at a rent of £6-6-0 a year. The National Schools were also supported by endowments but derived their main income from voluntary contributions. Similarly the small schools

1 Ch.Comm.R. 14th. p390. MS I64. 1825.

2 Basingstoke Blue Coat School; Brockenhurst; Burghclere; Kingsclere.
Ch.Comm.D. 1842. pp242-248.

3 Ch.Comm.R. 14th. p390. MS I64. 1825.

founded in Winchester by William Over and Elizabeth Imber were united with the Central National Schools.¹

This combination of small endowments was a useful way of enabling a small charity to contribute to public education when, left alone, it might have disappeared. Some endowments, though, might have contributed more but for the express wishes of the donors. Corhampton School,² founded in 1669 for eight poor boys of Corhampton, Stoke, Exton and Droxford, had an income of £34 a year in 1825, derived from a rent-charge and the rent of the school-house. The original will had prescribed that the schoolmaster and incumbent should be one and the same, but by 1825 the offices of schoolmaster and parson had become distinct. The eight boys were then being taught, free of charge, in the National School, but the schoolmaster received only £12 a year for this while the parson received the major part of the income, the £22 rent-charge.

Charitable endowments for education had greatly increased in value over the century. The gross income of the endowed non-classical schools in Hampshire had risen from £1,522-2-7 in the 1820s³ to £3,252-13-9 in 1867,⁴ while the value of the small charities not attached to endowed schools had risen from £470-0-3 in 1842⁵ to

1 Central Schools Managers' Minutes. Sept 26, 1867 (Over's School.)

H.S.M. October 5, 1819 (Imber's School.)

2 Ch.Comm.R. 13th. p218. MS 104. 1825.

3 Ch.Comm.D. 1842 - reports mainly 1824-1826.

4 S.I.C. Digest. Vol. XI. 1868.

5 Ch.Comm.D. 1842. pp94-97.

£511-8-3 by 1859.¹ Not all this money, however, was devoted to purely educational ends, nor was this increase reflected in the finances of all the endowed schools. Only £1,148² was directed specifically to education in 1867, the rest was spent on apprenticeship premiums and other benefits. Those schools which showed the greatest increase in income derived it mainly from dividends, while those which had to rely solely upon a rent-charge more usually had a fixed income.

Among those which relied mainly upon dividends the Romsey and Fareham schools made the most notable advances. Nowe's School at Romsey had an income of £55 a year in 1825³ and one of £840 in 1867,⁴ being one of the richest in the south-east, although when it was visited in 1865 only £50 a year was spent on educating the thirty boys and £215 on apprenticeship premiums, clothing and other benefits. Similarly the income of Price's School at Fareham had risen from £82 in 1826⁵ to £461 by 1867,⁶ and again a substantial balance was maintained and a greater sum spent on extraneous benefits than directly on educating the children.

These are the outstanding examples. Other schools financed by dividends made more modest gains. Thurston's School at

1 N.C. Vol. IV. p277.

2 S.I.C. Digest. Vol XI. 1868.

3 Ch.Comm.R. 14th p479. MS 253. 1825.

4 loc.cit. S.I.C.

5 Ch.Comm.R. 16th. p281 MS 337. 1826.

6 loc.cit. S.I.C.

Brockenhurst only increased its income from £24 in 1825¹ to £29 in 1867² and Froxfield's endowed school from £55 to £63 in the same period.³ Others indeed remained static, as was the case at Crondall and Itchen Abbas,⁴ or even declined, as at Lyndhurst and East Tisted.⁵ The clearest cases of static incomes are to be found among those schools whose income came from a rent-charge. At Andover(Pollen's), Burghclere, Cliddesdon and Rotherwick income remained the same between the time of the Charity Commission's first report on the schools and the Taunton Commission.⁶ The sum in these cases was merely £10. Kingsclere and Quarley schools were a little better off, having £20 and £15 respectively, but this also had remained static over the same period.⁷

The source of these inequalities was essentially the varying means of the benefactors and not the quality of the subsequent management of the charities. The majority of the Hampshire endowed schools were visited by the Charity Commissioners between 1824 and 1826. Their income ranged from £4-7-0 a year at Preston Candover⁸ to £568-8-8 at Churcher's College, Petersfield,⁹ which was then regarded

1 Ch.Comm.R. 14th. p486. MS 260. 1825.

2 S.I.C. Digest. Vol.XI. 1868.

3 Ch.Comm.R. 16th. p301. MS 357. 1826.

4 loc.cit. Ch.Comm.R. & S.I.C. Crondall £37-3-0 & £37; Itchen Abbas £10-6-0 & £10.

5 ibid. Lyndhurst £26 & £23; East Tisted £24-2-9 & £21.

6 loc.cit. Ch.Comm.R.

7 ibid.

8 Ch.Comm.R. 12th. p507. MS 73. 1824.

9 Ch. Comm.R. 16th. p288. MS 344. 1826.

as a non-classical school. Of the 37 schools visited between 1824 and 1837 only four had an annual income exceeding £100.¹

The Fate of the Endowed Grammar Schools

It is a commonplace of educational history that many old endowed grammar schools, through inadequate endowment, mismanagement, or other local cause, had become merely elementary schools, or were essentially non-classical, by the 19th century. Hampshire is no exception and there are several examples of schools of this type. Some recovered from this low state to become flourishing secondary schools once more, as the case of Churcher's College, Petersfield makes clear.²

Two old grammar schools, those at Lymington³ and Ringwood,⁴ had become National Schools or had the endowment diverted to the support of a National School by the Charity Commissioners. Lymington Grammar School was endowed in 1668 to give instruction in "learning and the true Protestant religion, and more especially in a knowledge

1 Churcher's, Petersfield; Basingstoke; Hinton Ampner; East Titcherley.

2 Cf. S.I.C. Digest Vol. XI. 1868 & V.C.H. Vol II.

3 Ch. Comm. R. 14th p487. MS 261. 1825 & loc. cit. S.I.C.

4 Ch. Comm. R. 14th p529. MS 303. 1825 & loc. cit. S.I.C.

of Latin and Greek, writing, arithmetic, and good life."¹ The building seems to have fallen into decay and was pulled down in 1782, and the grammar school ceased to function. The original endowment, however, continued to accumulate so that on December 16th, 1858 the Hampshire County Court, held at Lymington, discharged the old trustees, with the sanction of the Charity Commissioners, and invested the income in Government stock under the trusteeship of the Vicar and Churchwardens for the support of the town's National Schools.

Similarly at Ringwood a classical and humane education was contemplated when Richard Lyne endowed it in 1586, as long as the old stone house in the churchyard continued to be used as a school.² When visited by the Charity Commissioners in 1825³ it was observed that the school had for many years "ceased to exhibit the character of a grammar school."⁴ Indeed, the schoolmaster who had been in charge for twenty years prior to 1815 had been a shoemaker by trade, while the conduct of the clergyman who occupied the position in 1825 was heavily criticised by the Charity Commissioners. Rev. H. Davies, as incumbent and nominal master, drew a salary of £32-17-6 and paid a deputy £10 a year to instruct sixteen children in reading, writing and arithmetic. The Charity Commissioners concluded that, "The course

1 Ch.Comm.R. 14th p487. MS 261. 1825.

2 S.I.C. Vol XI. Digest. 1868. p349.

3 Ch.Comm.R. 14th. p529. Ms 303. 1825.

4 *ibid.*

now pursued by Mr. Davies,.....cannot, as we conceive, be considered a proper administration of the funds of the school, which are sufficient under proper management to afford useful instruction to a much larger number of the poor children of this town.^I When the National School came to be built, by dint of much local effort, Lord Malmesbury, by a deed of January 20th 1850, transferred the original endowment and accumulated income to the National School. The Inquiry Commissioner in 1868 described Ringwood School as " strictly a National School, inspected and receiving a Government Grant."²

The remaining schools at New Alresford, Andover, Bishop's Waltham and Holybourne gave essentially elementary instruction of varying quality but continued their independent existence. At New Alresford, on the Commissioner's visit in April 1866, only three boys were said to be even learning Latin, although the instruction, " though elementary, was good of its kind."³

The position of Andover Free School is somewhat peculiar. Although it appears with other grammar schools in the 1868 Digest the Commissioner admitted that, as far as he could ascertain, the school was nowhere, whether by the founder or by two subsequent benefactors,

^I Ch.Comm.R. 14th p529. MS 303. 1825.

² S.I.C. Vol.XI. Digest. 1868. p349.

³ op.cit. p299.

called a grammar school nor was any special qualification laid down for the master.¹ In 1825 ten boys of the town were given a classical education for two guineas a year each.² In 1868, though, only thirteen boys were in the school and only four of these were taught Latin, none of whom were on the foundation. Generally their attainments were very moderate. Apparently the parents were opposed to their children learning Latin. Several tradesmen sent their sons to a commercial school in the town, and some made use of the British School, which was said to be very efficient. It was the Commissioner's opinion that it would succeed best as a "middle class" school, perhaps he meant a commercial school, but that at the time it was neither one thing nor the other.³

Bishop's Waltham School owed its origin to a deed executed in 1679 by G. Morley, then Bishop of Winchester,⁴ and a classical education seems to have been contemplated by a later endowment of 1732.⁵ But in 1825 the classical element in the curriculum had certainly fallen into abeyance. In that year Rev. Charles Walters, curate and master, received £32 a year and paid £25 of this to a deputy for instructing 32 poor boys in reading, writing and arithmetic, in a room adjoining the church. There was no school-house. When visited Walters

1 S.I.C. Vol. XI. Digest. 1868. p310. & Ch.Comm.R. 14th. p346. MS 120.

2 loc.cit. Ch.Comm.R.

3 loc.cit. S.I.C.

4 Ch.Comm.R. 13th. p224. MS 110. 1825.

5 ibid. M.Bone. Latin, Arithmetic and Church Catechism in addition to Reading and Writing.

had stated that he considered himself bound to teach any boys Latin who asked for it, but added that no such requests had been made since he became master in 1811.¹ In the 1860s only four boys were learning Latin and had progressed to the second conjugation in the Eton Grammar. For the rest their progress was not equal to that of a National School. Only four attempted to do a sum in compound division of money and only one did it correctly.²

The foundation of Thomas Andrews at Holybourne was a mixed school, twenty of the boys learning Latin. On the Commissioner's visit in 1866 twenty of the boys were under seven years of age and thirteen were learning the alphabet. The upper and second classes hardly professed more than reading, writing and the elements of arithmetic, very imperfectly. Some boys in the upper classes could only read with hesitation. The school was regulated by a scheme of the Charity Commissioners of March 1863. The report comments, "at present the school is a mere village school, and there seems small hope of its rising to that fuller development which, in deference to the clear intention of the founder, has been provided for in the scheme."³

Churcher's College, Petersfield perhaps owed its foundation to the great outburst of interest in the navy caused by the Dutch Wars of

¹ Ch.Comm.R. 13th. p224. MS 110. 1825.

² S.I.C. Digest. 1868. Vol. XI. p322.

³ op.cit. p328.

Charles II. The naval school at Christ's Hospital (1673-74) and the Mathematical School at Rochester (1708) were probably models for Churcher's foundation. Leach describes it as " a remarkable instance of the want of adaptation of means to ends exhibited by school founders and the signal ill success of specialised schools, at least in places where there is not sufficient population to produce a specialised class large enough to fill it."¹

By a will of 16th January 1722, Richard Churcher, who had made his fortune as an East India Merchant, bequeathed £500 and £3,000 bank stock to endow a college, consisting of a master and ten or twelve boys from Petersfield, between the ages of nine and fourteen, who were to be apprenticed to masters of ships plying to the East Indies, " after they have been educated in the arts of writing, arithmetic, and the mathematics, chiefly that part as relates to navigation."²

The original impulse soon languished and in 1744 a bill was promoted in Parliament, by the borough, to convert the school into an ordinary school.³ The net result was that the benefits of the college were extended to any boys of the town, to be instructed in reading, writing and arithmetic, and in the arts of navigation only if the trustees so directed.⁴

1 V.C.H. Vol.II. 1903.

2 Cf. Atcheson. The History of Churcher's College, Petersfield. London, Butterworth & Son, Fleet Street. 1823.

Smith, J.H. Churcher's College, Petersfield. Manchester U.P. 1936.

3 S.I.C. Digest. p338.

4 *ibid.*

In the early 19th century the school funds were transferred into Chancery as a result of a disagreement between the inhabitants and William Jolliffe, the acting trustee. A new scheme was devised by the Court in 1835,¹ the school being at this time in the nature of a higher elementary school. By 1867 it was strictly a non-classical school of moderate attainments and had to be regarded as "an eleemosynary institution, rather than a place of learning."² The best work was done in writing from dictation but many of the scholars "made sad havoc in attempting to write on their slates from memory the Lord's Prayer, of which 'the livers from evil' instead of 'deliver us', is a specimen."³ It was believed in the town, and the Commissioner concurred, that the education in the National and British Schools was better and higher than that in the "College".⁴ The school's reconversion into a secondary establishment lies outside the period under review.

Richard Taunton's School at Southampton, conducted on a similar curriculum to Churcher's foundation, has undergone a similar metamorphosis. The school was founded in 1760 to instruct not more than twenty boys and fit them for the sea. By 1771,⁵ however,

1 S.I.C. Digest. 1868. Vol.XI. p338.
 2 op.cit. p340.
 3 op.cit. p339.

4 ibid.
 5 op.cit. p385.

insufficient naval apprentices were forthcoming and the regulations were amended to provide for trades "having affinity to the sea." Further changes followed, and in 1851 a new scheme was approved by the Court of Chancery. The curriculum was broadened and limitations on the choice of apprenticeship were abolished. In effect it had become a small technical school.^I

^I In 1875 the school was given a new constitution under the Endowed Schools Act and took the name of Taunton's Trade School. In 1910 it became a public secondary school under the Board of Education.

CHAPTER SEVEN

Attendance and Early Leaving

When the problems of building had been surmounted school promoters had often to contend with low attendance and early leaving. The charms of the school-room competed with the call of the harvest, the demands of parents, seasonal occupations such as hop-picking and acorn gathering, and occasional local attractions like fairs^I and race-meetings,² in addition to the constant demand that the children should earn a living as soon as possible.

Low average attendance and the brevity of the children's stay in school are recurrent themes of the reports of the period. Irregular attendance usually afflicted girls' schools more than boys', largely because the girls were more useful in the home, often becoming the nurses of younger brothers and sisters. Accordingly in 1853, Rev. Bowstead, Inspector of British and Wesleyan Schools in the southern district, recommended the establishment of more infant

I Log. Highclere. October 13, 1870..."Only 16 present. Newbury Fair."

2 Log. St. Peter's National School, Farnborough. July 11, 1866.

..."Aldershot Camp Races. Several absent from the Camp neighbourhood in the morning: more than half absent in the afternoon."

departments as a corrective, for the elder sister would then bring the younger members of the family along with her and all would benefit. In his experience some girls' schools which had not done well alone began to prosper as soon as an infants' department was established.¹

Nonetheless the problem was a general one. In 1864 Rev. W. Warburton was discouraged to find how few children in Church of England schools in Hampshire attended sufficiently frequently to be presented at the annual examination. In his district he inspected about 18,000 children but examined only 13,000, including infants under six, who had kept their 200 attendances. The number on the registers was 21,000.²

Examples of schools with a poor attendance record can be cited throughout the period. Very early in its history the Hampshire Society had cause to lament irregular attendance among the girls and had to apply sanctions. From 1812³ parents were required to attend the committee to explain frequent absences, and later in the same year parents who kept their children from school without the committee's consent were banned from having other children admitted to the schools, unless they gave assurances of good behaviour in the future, and a black list of such parents was kept by the master and mistress.⁴

1 C.C.Ed. 1853. Vol.II. p767.

2 C.C.Ed. 1865. p230.

3 H.S.M. June 18, 1812.

4 op.cit. August 27, 1812.

In 1832 it became part of the visitors' duties every Sunday to go to the homes of those girls who had been absent during the week and ascertain the cause.¹ Despite these signs of low attendance it is plain that the schools were popular; so much so that as early as 1819 the Ladies' Committee resolved that no girl should be allowed on any pretence to bring her little sister or any other girl into the school.² In a similar way the Titchfield National Schools, in their annual report for 1846, noted the comparatively small number of girls and their very irregular attendance and exhorted all parents not to allow their children to stay away from school.³

The situation was similar in a number of British Schools. At Fordingbridge the younger children attended not more than half, and often not more than a third, of the time they ought to have been in school, and the girls were said to show even greater irregularity;⁴ while the details of some other British Schools published by the Committee of Council in 1845 were far from encouraging.

Aided British Schools in 1845⁵

	On Books		Average attendance over last 6 months	
	Boys	Girls	Boys	Girls
Fareham	60	13	40	10

¹ H.S.L.C. April, 22 1832.
² op.cit. October 1, 1819.

³ Annual Report, Sept 15, 1846.
⁴ C.C.Ed. 1847.p277.
⁵ C.C.Ed. 1845.p366.

Aided British Schools in 1845 (contd)

	On Books		Average attendance over last 6 months	
	Boys	Girls	Boys	Girls
Havant	9	25	4	18
Southampton	250	96	180	80
Totton	40	30	34	19

The problem persisted throughout the period. St. Thomas's National School, Winchester had 55 boys on roll in 1862,¹ but in March 1863 the average attendance for the last quarter had been only 44.² The lowest point was reached on May 22 of that year when the average attendance for the week was just 37, because so many children had been required by their parents for work.³ Indeed, a number of the boys were attending only half-time in the 1860s.⁴ However, the managers sought the co-operation of the parents in an attempt to improve matters, and to prevent truancy at least, by issuing attendance cards in 1868. These cards were to be brought to school on the Monday and taken home each Friday to be shown to the parents.⁵

1 Log. St. Thomas's N.S. Winchester. September 29, 1862. H.R.O.

2 op.cit. March 2, 1863.

3 op.cit. May 22, 1863.

4 op.cit. April 18, April 22, October 17 1864; December 12, 1865.

5 op.cit. June 22, 1868.

An interesting expedient to prevent truancy was used at St. Peter's National School, Farnborough. In November, 1866 a rule was made that children who remained at home one or more weeks with any other excuse than illness should pay as if they were in constant attendance.¹ The parents seem to have accepted this.

November 14, 1866. " This morning Mrs. Banks called to refuse payment for her children who were absent one week. On hearing the matter explained, and being told the rule must be kept she agreed to pay the arrears."

The period when attendance was likely to be at its lowest was just after the harvest holidays. At Highclere Parochial School for example there were 44 present on August 24, 1868, " which is more than we have generally the first week after the school has been closed for a while."² Even then the whole of the first class was absent and several children had left altogether. The endowed school at Crondall suffered markedly from the demands of the field. The boys were frequently taken from the school to work in the fields, to return only when the work ceased. In consequence their attainments were only very moderate.³ The claims of acorn-gathering⁴ and hop-picking⁵ were

1 Log. St. Peter's N.S. Farnborough. November 14, 1866.

2 Log. Highclere School. August 24, 1868.

3 C.C.Ed. 1853. p394.

4 Log. Highclere School. October 17, 1870; October 10, 1870.

5 Log. St. Peter's N.S. Farnborough. September 2, 1867.

also felt and meant that attendance was likely to be sparse until about the end of October.

However, the harvest did not affect attendance in every school. The King's Somborne School, situated in a purely agricultural parish, re-opened on 10th September 1844 and the attendance during the four subsequent weeks was never less than 110, and was sometimes as high as 120, whereas the school was built for only 112.¹ Other schools with good records were those at Compton,² East Tisted,³ and Wymering and Widley.⁴ In the latter case every poor child within the parishes was said to be in school except for a few who could not be spared from useful labour.

The number of years the children nominally spent in school was also a matter for some disquiet. In 1841 in Church of England Schools under female teachers in Hampshire there were few instances of boys ten years of age.⁵ In 1870 the inspector still complained of the small number of children who remained at school long enough to reach the first or second class.⁶ The problem was general and drew observations from inspectors of British and Roman Catholic Schools also.⁷ Indeed, in 1855 in all of the 16 districts then inspected by

1 C.C.Ed. 1845. p65.

2 C.C.Ed. 1847. p3.

3 *ibid.*

4 H.S.R. 1812.

5 C.C.Ed. 1841/42 p265.

6 C.C.Ed. 1870/71.p65.

7 C.C.Ed. 1853 Vol.II. p766
& 1855/56: p510.

the Committee of Council 40.86% of the children in attendance were under eight years old and only 1.68% were over fourteen. It needs to be remembered that this applied to what may be assumed to be among the most efficient and best attended schools in the country. But Mr. Marshall, Inspector of Roman Catholic Schools, made a further calculation and found that the average time of attendance was even lower than the average age. 29.35% of the children had been at school only one year and only 3.9% for four years.¹

It is difficult to give figures for Hampshire alone, as for much of the time it was inspected along with neighbouring counties, nor did the several inspectors give similarly comprehensive figures each year. However, at certain points an interesting picture emerges. In 1847 in Church of England Schools inspected in Hampshire, Wiltshire and Berkshire nearly half the children were under eight.² From a table based on 75 of these schools it is seen that 45.42% were under eight years old and only 1.22% fourteen and over.

75 schools in Hampshire, Wiltshire, Berkshire in 1847

Under 7	7-8	8-9	9-10	10-11	11-12
2310	1160	1035	945	801	587
30.6%	15.36%	13.7%	12.5%	10.6%	7.77%

1 C.C.Ed. 1853. Vol. II. p766 & 1855/56. p510.

2 C.C.Ed. 1847. p1.

75 schools in Hampshire, Wiltshire, Berkshire in 1847 (contd)

I2-I3	I3-I4	I4-I5	Over I5	75 schools for Boys & Girls.
386	I93	87	45	
5.1%	2.55%	I.I6%	0.6%	7,549 children.

The situation had not changed markedly by 1853. Then in similar schools in Hampshire, Kent, Surrey and Sussex 46.24% were under eight and 2.66% fourteen and over.^I The increase at the upper end of the scale is perhaps the more significant.

The position in Dissenting Schools was very similar. The common age for children to enter a British School was between six and eight, "when the infant school or their dame-school have done the best for them, or the disorderly habits which they have acquired in the streets have made them no longer a tolerable nuisance at home."² The Newcastle Commission inquired into 29 Dissenting Schools in Hampshire and found that two-thirds of the boys in actual attendance and half of the girls were under nine.³

I C.C.Ed. 1853. p373.

2 C.C.Ed. 1846. p256.

3 N.C. Report on the State and Progress of Education in Dissenters' Schools. July 4, 1861. p13.

Dissenters' Schools in Hampshire

Numbers in Attendance - 1861

Age	Boys	Girls
Under 3 years	28	28
3-6 years	277	235
6-9 years	515	300
9-12 years	394	363
12-13 years	96	130
13-15 years	33	45
Over 15 years	<u>1</u>	<u>4</u>
	1,344	1,105

To descend from the general to the particular, at East Boldre the boys were systematically dismissed at eight years old as likely to become troublesome and had then only the fields to resort to, " in which they at once matriculate as scarecrows."¹ But it was the girls who left early at the Portsmouth Seamen's Orphan Schools to work in the shirt and stay factories.² A new fund was started in 1850 to qualify the girls for domestic service.

¹ C.C.Ed. 1850. p396.

² Sligh, Henry. Portsmouth Schools in 1850. MS.

It was about this time that Rev. C. Fanshawe, Rector of All Saints, Southampton, was beginning to grapple with the problem of early leaving among the girls of his parish.¹ Most left the National and Parochial Schools before 14, when they were too young for service and then lingered at home "trying for a place", losing all the benefit of their former schooling. Fanshawe's plan was to rent a house and run it as an industrial school for domestic service. The girls would be admitted on leaving the National Schools and he hoped the venture would be largely self-supporting, as the girls would take in washing and needlework. Their general education would be provided for by evening classes during the week between 6 p.m. and 8 p.m.

Two people closely connected with education in Hampshire sent replies to the circular put out by the Royal Commission on Education of 1858. Miss Yonge,² for eighteen years a manager of the school for girls and infants at Otterbourne, thought that both sexes should attend school between four and fourteen, but that this was not possible with the children of farm-labourers. In Otterbourne, the girls, if not the eldest, could usually attend till twelve years old, but if they were the eldest at home, their mothers might spare them in the winter, but more could not be expected after seven years of

¹ Dawes, R. Observations on the Government Scheme of Education. London. 1849. pp57-59.

² N.C. Vol. V. p451. 1st June, 1859.

age while there were younger children in the family. Nearly all the girls went out to service between eleven and fourteen, and the boys seldom attended after ten or eleven. On the other hand the boys were more regular in attendance, being less valuable at home, and they were not deterred by bad weather to the same extent. In some cases a boy would be removed for a few weeks to tend the pigs but then attend regularly for the rest of the year. In other cases the boys would come in winter though not in summer.

The other correspondent was Rev. Samuel Best,^I Rural Dean, Rector of Abbot's Ann, near Winchester, and Secretary of the Hampshire, Wiltshire and Dorset Adult Education Society. He had been 28 years a school manager, and as Rural Dean visited schools in sixteen parishes each year. In his view managers ought to be satisfied if boys remained in the Day School till twelve and the girls till fourteen but he was in favour of legislation to guarantee this. Miss Yonge was emphatically against compulsory attendance because it posed a threat to the liberty of the parents, and as the parents could not afford to lose the value of the children's work while wages remained low.

However, Evening Schools were developing quite rapidly in Hampshire at this time and to some extent they combatted the effects

I N.C. Vol. V. p76. 8th July, 1859.

of early leaving. Best states that very few of these professed anything beyond religious instruction, reading, writing and the first four rules of arithmetic.¹ At Otterbourne there was an Evening School three times per week in the winter months, attended in the main by the boys who had left school early.²

Sometimes managers tried to induce parents to keep their children at school longer by financial means. The Winchester Central Schools tried this for both boys and girls. In November, 1815 a suit of clothes was given to George Dewey, "in consideration of his Mother allowing him to remain in school another twelvemonth."³ In December of the same year two shillings per week was given to Sarah Josbury, "according to the plan adopted by the Committee when parents consent to their children remaining in school."⁴ Unfortunately the Minutes do not make it clear at what age the rule came into force.

But the best inducement of all, as Rev. Richard Dawes made clear in his books⁵ and in practice at his school, was to provide an education which was relevant to the children's needs and interests. King's Somborne was no more favourably placed than many another parish with a high poor rate and no resident landlord. When Dawes started

1 N.C. Vol. V. 8th July, 1859. Answer to question 4(d).

2 op.cit. 1st June, 1859. Answer to question 5.

3 H.S.M. November 30, 1815.

4 op.cit. December 20, 1815.

5 Hints on an Improved and Self-Paying System of National Education. 1849. The Teaching of Common Things. 1854. London. Groombridge.

the school in 1842 the village had " an unenviable notoriety as the opprobrium of the country round."¹ In 1847 the average age of all the children on the books was over ten, or nearly that of the monitors in other schools, while 10% of the boys and 19% of the girls were over thirteen. Moreover, eleven of the girls over thirteen in the first class were the children of farm-labourers.² The school was entirely self-supporting and no free scholars were allowed.

To judge by the Reports of the Committee of Council on Hampshire schools compulsory attendance was being discussed in the late 1860s, but was not finding many adherents. Rev. C. Du. Port, Inspector of Church Schools in North Hampshire in 1868,³ states that he had rarely found an advocate of compulsory education among either the country clergy or country gentry, but that there was sometimes a disposition to approve of indirect compulsion in the form of a prohibition of children being engaged in agricultural labour before some fixed age. Rev. Mitchell, inspecting Church Schools in the southern part of the county in the same year, summed up his views thus, " All good schools are filled with scholars and if not quite self-supporting are nearly so.....Having thus sifted the corn from the chaff, it will become more easy to apply compulsion on the idle, the indifferent, the licentious, the base and the criminal."⁴

I C.C.Ed. 1847/48. Vol. I. p16.
2 op.cit. pp20-22.

3 C.C.Ed. 1868. p82.
4 op.cit. pp140-141.

CHAPTER EIGHT

Winchester and Farnborough :Centre and Periphery.

Winchester, the ancient capital of the Kingdom of Wessex and prominent bishopric, was in the van of the county's educational development throughout the period. Although not a large town in comparison with Portsmouth or Southampton, having a total population of 6,001^I by the census of 1801, its influence was out of all proportion to its size. Possessing an active parochial clergy and episcopal encouragement, in many cases ably seconded by a sizeable middle class, who could give financial support if not more material aid as school visitors and committee members, the Established Church was well placed to play a leading role in this development. Private charity, Dissenting and Roman Catholic congregations, and the Poor House also played a significant part in providing schools for the children of the poor.

I This includes the small extra-parochial districts of Weeke and Winnal.

The earliest point at which a fairly thorough analysis can be attempted is in 1818,¹ when a Select Committee of the Commons reported on this class of school. In that year Winchester possessed six endowed Day Schools,² one Dissenting Sunday School, the Central National Schools for boys and girls, and several Dame's Schools, of which nine can be positively identified. These eighteen schools provided accommodation for 647 children, or about 10% of the total child and adult population.³

The choristers at the Cathedral and College received gratuitous instruction in an endowed daily school.⁴ The original endowment provided only for the children's musical education,⁵ hence the Dean and Chapter paid 20 guineas a year to a master for instructing ten boys. The master was also allowed ten fee-payers. As an inducement to good behaviour the choristers were allowed an apprentice fee of 15 guineas when their voices had broken.

The basis for some of this provision had been bequeathed by the charitable impulses of the 18th century. Three Winchester Charity Schools, accommodating 75 boys and 30 girls, were reported to S.P.C.K. between 1709 and 1712.⁶ One of these was the Boys' Free School founded by William Over in 1701,⁷ which continued to educate

1 P.I. 1818. pp836-837 & 841-842.

2 Symonds 1586; Over's 1701; Blue Coat School (Boys) 1710?; Imber's 1789; Hinxman's 1814; Choristers' School 1818.

3 6,221 by 1811 Census.

4 P.I. 1818. p836.

5 P.I. 1833. p864.

6 Cf. MS. W.E. Tate. An Index of English Charity School References & S.P.C.K. 1724.

7 Ch.Comm.R. 12th. p458. MS 24. 1824.

24 poor boys throughout the period under review, although it did not retain its separate identity. In 1867¹ the managers of the Central National Schools made arrangements to accommodate the Free School Boys and from time to time² made certain payments to them from Over's Charity.³ To this charity was annexed an earlier one made under the will of Peter Symonds, dated 1586, for teaching four boys of Christ's Hospital reading, writing and accounts.⁴ By 1818⁵ a Blue Coat School in which 30 boys were clothed and educated had also been annexed to Over's Charity. The income of the Blue Coat School was derived from a bequest and subscriptions. Perhaps it was the same foundation as the Boys' Charity School reported to S.P.C.K. in 1710.⁶

It is probable that the Girls' Free School, referred to in the minutes of both the Hampshire Society⁷ and of the Committee of Council,⁸ is the same as the Charity School for 30 girls reported to S.P.C.K. in 1712.⁹ In September 1849 there were in attendance at the Girls' Central National School 30 children clothed in the Queen Anne fashion and known as "Free School Girls".¹⁰

1 H.S.M. October 3, 1867.

2 op.cit. July 2, 1869; November 4, 1870.

3 Cf. op.cit. July 2, 1869....." Ten pounds received from Over's Charity for the benefit of 5 boys-J.Steel, A.Budd, A.Clark, E.Wyatt, J.Budd - resolved to give £1 to parents of each and deposit £1 in Post Office Savings Bank to the credit of each boy."

4 Ch.Comm.R. 12th. p460. MS 26. 1824 & Ch.Comm.D. 1842. pp96-97.

5 P.I. 1818. p837.

6 S.P.C.K. 1724.

7 H.S.M. April 22, 1813.

8 C.C.Ed. 1848/50. September 1849.

9 op.cit. W.E.Tate.

10 loc.cit. C.C.Ed.

The later 18th century added two more schools to the results of this earlier impulse; Mrs Imber's School for girls, by a will made in 1789,¹ and a Catholic Charity School established by Bishop Milner in 1792.² Mrs Imber's will was proved in 1805 so the school perhaps belongs more properly to the early 19th century. In 1818 it was a separate establishment catering for the parishes of St. Maurice and St. Thomas.³ Ten girls were educated and clothed out of the endowment, which yielded £24 a year in 3% consols, besides another twenty girls who were in the school. In October 1819 it was merged with the Girls' Central School, when the managers agreed to accept £10 each year from Mrs Imber's Charity for the girls on the foundation. The clothing for the charity was also made in the Girls' Working School.⁴

The principal initiative in providing education in connection with the Established Church was taken by the Central National Schools of the Hampshire Society, established for boys and girls in 1811⁵ in two temporary rooms hired by the week.⁶ From the beginning these served as Model Schools for teachers taken from all parts of the county.⁷ Financed by shares of £25 each,⁸ donations, subscriptions,

1 Ch.Comm.R. 12th. p482. MS 48. 1824 & Ch.Comm.D. 1842. pp96-97.

2 Diamond, M.G. The Catholic Poor School Committee: 1847-1905. M.Ed. Liverpool. 1963. p18.

3 P.I. 1818. p837.

4 H.S.M. October 5, 1819.

5 H.S.M. November 19, 1811.

6 Iremonger, F. Suggestions. p12.

7 H.S.M. December 17, 1811.

8 H.S.M. March 26, 1812.

collections at the anniversary meeting and children's dinner, and later by the proceeds of the children's work, the schools provided free instruction for an initial intake of 100 children of each sex from all parts of the city. By 1813¹ freehold land in St. John's parish had been purchased with the shares and two permanent school-rooms were built. The minimum age for admission was six and benefactors and annual subscribers had the privilege of nominating children according to the amount of their contributions to the funds up to a maximum of four children.² It was not until 1846 that the parents were asked to pay 1d per week for their children's education.³

In 1818 the Central Schools contained 390 boys and girls, and apart from supplementing the educational provision of every parish in Winchester, also accommodated the children of the Poor House on Sundays.⁴ Although essentially Daily and Sunday schools for needy children, the Central Schools had begun an Evening Adult School for males and females in 1815,⁵ and also provided a Sunday School for those boys who could not attend the Daily School.⁶ From the beginning the schools had been open between 6 p.m. and 8 p.m. for those children whose parents required their labour for a part of the day.⁷ By 1832

1 Iremonger, F. op.cit. p12.

3 H.S.M. July 13, 1846.

5 op.cit. August 24, 1815.

7 Iremonger, F. op.cit. p16.

2 ibid.

4 op.cit. February 3, 1818.

6 op.cit. April 15, 1823.

the Winchester Central Schools had admitted, since their commencement, 2,617 pupils of whom 2,165 had left able to read.¹

By 1833, when the Commons' Select Committee enables another reasonably thorough analysis to be made, the numbers at the Central Schools had declined a little to 331, 164 boys and 167 girls.² This is no doubt due in part to the increased enterprise in the separate parishes by this time, though it must be noted that, judging by the size of the schools, much of this enterprise was private or at least not specifically parochial. Apart from the Central Schools, Winchester in 1833 possessed four endowed Daily Schools,³ sixteen Daily Schools, five Sunday Schools, one Day and Boarding School, six Boarding Schools and five Infants' Schools. From their size a good number of the Daily and Infants' Schools could well be classed as Dame's Schools. These 39 schools accommodated in all 1,392 children, or 1 in 7 of the total child and adult population (8,767 in 1831). In the majority of the Daily Schools and in all of the Boarding Schools the parents paid for their children's instruction.

The real acceleration in parochial effort came in the period 1840 to 1845, when schools were established to serve five parishes.⁴ Indeed, the situation in 1840 is shown by the first report of the

1 H.S.R. 1832. p13. 1,384 boys, 1,233 girls.

2 P.I. 1833. p863.

3 Over's, Symonds' and Blue Coat Amalgamated; Imber's; Choristers'.

4 Winchester Diocesan Board. 1st Report. December 16, 1840.

Winchester Diocesan Board of Education¹ which lamented that there were only 918 children under Church of England Sunday instruction in the borough, less than one eleventh, and in Church Daily Schools only 431, not one twenty-sixth part of the total population. The Board estimated that there were 10,321 people under pastoral care in Winchester at the time.

When the Diocesan Board established its own training school in August 1840² in St. Swithin Street the Central School lost its monopoly as a training department,³ but continued to be used by the Diocesan Board as a model school for masters and mistresses under training.⁴ The Board's training school was based upon the Choristers' School mentioned earlier and had a complement of 26 pupils, made up of the Cathedral and College choristers and the four boys of Christ's Hospital who had previously attended Over's School.

The Diocesan Board also established "middle" or commercial schools for the education of "the sons of our yeomen, tradesmen, and superior mechanics,"⁵ whose instruction had hitherto been undertaken, to a great extent, by Dissenters.⁶ The instruction in these schools was firmly based on the Church of England catechism and comprised

¹ Diocesan Board. 1st Report. December 16, 1840.

² *ibid.*

³ H.S.M. May 5, 1840.

⁴ *op.cit.* July 7, 1840.

⁵ Diocesan Board. 1st Report.

⁶ *ibid.*

English grammar, writing, Geography and History, Arithmetic and Commercial Accounts, Mathematics including mensuration, and Latin and French as optional extras.¹ The terms for day scholars at the Southampton school in 1840 were seven guineas a year or £2 per quarter. The first reference to a similar establishment at Winchester is in the National Society's Monthly Paper for November 1853,² when, in order to comply with the requirements of the Committee of Council, the commercial school had to be discontinued from the training school, with the consequent loss to the Board of £100 annually. These schools, however, were relatively small. The six which were functioning in 1853 accounted for a total of 270 boys.³

The most illuminating record concerning the state of elementary education in Winchester is the analysis of schools prepared by the Hampshire Society in 1846⁴ in reply to the National Society's General Inquiry of that year. (see Appendix VII. a.) According to the Registrar-General's estimates the whole juvenile population of Winchester, between the ages of two and fourteen, was 3,100. The settled population was calculated to be 10,210. Each minister was required, by the Hampshire Society, to conduct a personal survey of the labouring classes within his parish, and as a result it was

1 Diocesan Board. 1st Report. December 16, 1840. p31.

2 N.S.P. November 1853. pp370-371.

3 op.cit. Diocesan Board. Southampton,Portsea,Dorking,Farnham, Richmond,Winchester.

4 H.S.M. December 1, 1846.p127. Sub-Committee appointed July 7,1846.

determined that 1,835 children were in need of education in elementary schools. Of this number no fewer than 1,213 attended some Day School, but of this latter number only 617 boys, girls and infants were attending the Church Schools provided, whereas accommodation was said to be available in these schools for 987 children. The remaining 596 children attended the dames' and other private schools which abounded at the time. 27 of these schools were detailed in the report. Of the 622 children who were not attending any organised school only 108 were deemed to have sufficient cause for absence.

In view of this situation the Hampshire Society recommended the immediate establishment of a school-building fund of £1,000, under the auspices of the Bishop, with the aim of granting £2-10-0¹ per child to any clergyman who wished to build schools in his parish on conditions suitable to the Committee. As the poor already spent an estimated £500 each year in school fees it was felt that support would be forthcoming and the expense of maintaining new schools would be quite insignificant compared with the blessings they would bring.

After this time the parochial schools developed further. Extensions to the parochial school of St. Bartholomew Hyde were completed in 1847,² and the school was further extended in 1855³ to

¹ H.S.M. December 1, 1846. p127.

² N.S.C.F. St. Bartholomew Hyde. 1847.

³ ibid. Case 908. 26 July, 1855.

accommodate 48 infants in a separate room. St. John's parochial school was completed in November, 1857 with the aid of grants from the Privy Council, the National Society and the Diocesan Board. The minister had previously determined, by a house to house visitation, that there were 212 children in the parish who were under twelve years old, 60 of whom were attending the Central Schools and other schools in the town. On the eve of the operation of the Revised Code the Inspector felt that the inspected Church Schools in Winchester were " all of them above the average in efficiency, and two or three worthy to rank among schools of the highest class of excellence."¹

It is far more difficult to trace accurately the efforts of Winchester Catholics, though it has already been noted that they entered the field early. Of the Charity School established by Bishop Milner in 1792 little is known, except that it is the only one outside London of which there is information before 1800.² It is likely however that, before the parochial effort of the 1850s, more informal arrangements were made by Catholic parents for the instruction of their children. This would seem to be indicated by a reference made by the Vicar of St. Maurice's parish in his application for aid to the National Society that in his parish there were " none but Dames' schools

¹ C.C.Ed. 1863-64. p156.

² Diamond, M.G. The Catholic Poor School Committee: 1847-1905. M.Ed. Liverpool. 1963. p18.

of which one is kept by a Romanist."¹ Perhaps there were other Catholic Dames' Schools of which no record has survived.

Winchester was an important centre for Catholics in much the same way as for the Established Church and possessed two communities of nuns at the opening of the century. The Benedictine nuns in St. Peter's Street, who remained in Winchester until 1857,² kept a free school for girls.³ Unfortunately the documentary evidence again available is by nature of a cross-reference. When the Hampshire Society made its parochial visitation in 1846 it regretted that, what they termed generally Dissenters, "do not possess a single public day school of their own in Winchester except if it be the one connected with the Convent."⁴

From 1853 it is possible to trace elementary education for Catholic boys at least throughout the remainder of the period under consideration. The accounts of the Winchester Mission for this period are still preserved in the Presbytery.⁵ In 1853 some stables were converted into a boys' school at a cost of approximately £69,⁶ and St. Peter's Catholic School was born. The school was financed by means of collections, donations, the children's pence, and the rent of No. 8

1 N.S.C.F. St. Maurice, Winchester. June 4, 1844.

2 King, John Henry. "Hampshire and the Faith". Vol.II. Castle Publicity Ltd. Cosham, Portsmouth. No date. p27.

3 *ibid.*

4 H.S.M. December 1, 1846.

5 Accounts 1850-1883. Rev. I. Collingridge.

6 *op.cit.* p130.

St. Peter Street.¹ A girls' department was added in 1857. The first reference to a mistress is in October of that year when £5 was paid to a Mrs. F. Guy for teaching the girls' school from June to October.² Both these schools continued throughout the period and apparently flourished.

The British and Foreign School Society's contribution came relatively late. The first recorded reference to the Winchester British School is in 1844 when the Vicar of St. Maurice's mentions it in his application to the National Society.³ He merely states, "There is a British and Foreign School in the city." The managers made their first report to the parent society in 1849⁴ when they claimed that the lack of an efficient day school conducted on non-sectarian principles had been long felt. The date ascribed to its foundation by the British and Foreign School Society is 1848, although the society was at pains to point out that the dates it gave were only approximate in several cases.⁵ The institution prospered, at least in the 1850s, and was clearly seen as a competitor by some of the parochial clergy. In 1854 the Vicar of St. Bartholomew Hyde added, by way of strengthening his plea for the National Society's aid, that,

1 Accounts. 1st January, 1856. "2 years rent No 8 to Midsummer '56 £33-17-0."

2 op.cit. p134.

3 N.S.C.F. St. Maurice. 4 June, 1844.

4 B.&F.S.S. 1849. p87.

5 op.cit. 1897. p312.

"Near at hand in the next Parish there is a British school, adjoining a chapel of the Independents, capable of receiving a large number of children."¹ After 1859 the records of the British and Foreign School Society are silent regarding this school,² though it is listed in 1870 as receiving an annual grant from the Privy Council.³ One other Winchester British School is recorded, under the name of Winchester Western.⁴ It was a large school, having accommodation for 342 pupils and an average annual attendance of 277, and was granted various sums by the parent society in 1862 and in 1867. Whether this was a separate establishment or merely a department of the former school it is impossible to say for lack of evidence. A Dissenting education though was not confined to the above schools, and a striking thing about the Winchester Sunday Schools, as distinct from the parochial Daily and Sunday Schools, is the large part played by the Dissenters in this means of educating the poor.

In 1818 the only Sunday School catalogued, apart from the Central Schools, was a Dissenting school, accommodating 60 children, in St. John's parish.⁵ By the time of the 1833 Parliamentary Inquiry the numbers had increased to five and these accommodated 346 children.

1 N.S.C.F. St. Bartholomew Hyde. August 16, 1854.

2 B.&F.S.S. 1897. p312.

3 C.C.Ed. 1870/71. p462. App.3.

4 loc.cit. B.&F.S.S.

5 P.I. 1818. p836.

Only two of these were Church of England. The remaining three were provided by the Independents, Wesleyans, and Baptists, and by far the largest was the one conducted by the Independents in the parish of St Mary Kalender.¹ In 1833 it contained 87 boys and 76 girls and was entirely free. It is to be noted that there was no parochial school and the only other school in the parish was a boarding school for boys, for whom the parents had to pay.²

The efforts of the Sunday School Union, founded in London in 1803, did affect Winchester in the 1860s. In 1865 the Winchester Sunday School Union consisted of three schools,³ with 282 children on roll and 36 teachers, of whom 28 were former Sunday scholars. The union continued to operate through the period and was visited by deputations from the parent body.

The Winchester Poor House made some small, and perhaps sporadic, contribution. In 1817 it was recorded in the minutes of the Hampshire Society that plans were being made for the arrangement of a school at the Gaol and Bridewell,⁴ meanwhile the Poor House children attended the Central School on Sundays,⁵ which they continued to do until March 1819.⁶

1 P.I. 1833 p863. St. Bartholomew Hyde(41), C of E; St. Peter Cheesehill(50) C of E; St. Lawrence(52) Wesleyan; St. Mary Kalender(163) Independent; St. Maurice(40) Baptist.

2 *ibid.*

3 S.S.U. 1865. p36 also 1867. p42 & 1872 p24.

4 H.S.M. November 1, 1817.

5 *op.cit.* February 3, 1818.

6 *op.cit.* March 2, 1819.

There are many references in the minutes of the Hampshire Society to girls being removed from the Central Schools to attend the Female Orphan Asylum, though the age at which they left, twelve to fourteen, would indicate that their formal education was considered to be at an end.¹ In 1849 fifteen girls from the Orphan Asylum were attending the Central School, though by that time the Winchester Union School, for boys and girls, had opened.² The girls from the Asylum continued to attend the Central School until January 1857,³ when they were transferred to St. Thomas's Parochial School.

Unfortunately it is not possible to be as precise concerning the achievements of voluntary effort in Winchester as it is for Farnborough over the same period. The results of the inspection carried out under the 1870 Education Act are available only for the parish of St. Bartholomew Hyde, and for the outlying districts of Chilcombe and Winnal.⁴ However, from the comments contained in these files it is clear that the provision within the borough was considered adequate, on the usual calculation of school places being available for one in five of the total labouring class. In the file for St. Bartholomew Hyde it was clearly stated on the supply agenda form that "the schools within the Borough are amply sufficient for all the children."⁵

¹ Central Schools Admission and Dismissal Register, 1824-43.

² C.C.Ed. 1847/49. p58. Parochial Union Schools.

³ H.S.M. January 6, 1857.

⁴ Ed.2/191 & 193.

⁵ Ed.2/191.

At Chilcombe village¹ a small Dissenting Dame's School with some 32 children, which had been established by one of the farmers in 1866,² was not considered efficient, nor could the clergyman say that it would be conducted under a Conscience Clause in the future. However the Inspector, Rev. William Warburton, recommended that the St. Peter Cheesehill Church School, within the borough, should be enlarged to take the 36 children considered to be in need of elementary education. Also at Winnal the same inspector considered the schools to be inefficient, but places were available for all the children in need in the borough where, he remarked, there was " an abundance of Annual Grant schools."³ This "abundance" in 1870⁴ amounted to nine National Schools,⁵ one British School,⁶ and one Wesleyan School⁷ which were all receiving annual grants from the Privy Council.

1 Ed.2/193.

2 *ibid.* Letter from Mr.Gotch to W.Warburton,H.M.I. March 2,1875.
States that there was no school in the village when he came nine years before.

3 *ibid.*

4 C.C.Ed. 1870/71. p462. App. No.3.

5 Central School;St.Bartholomew Hyde;St.Faith;St.John's;St.Michael's;
St.Peter Cheesehill;St.Thomas;Trinity Boys';Trinity Girls'.

6 Winchester British School.

7 St. Peter Street Wesleyan School.

Farnborough

During this period Farnborough and Cove was an essentially agricultural community. The population in 1801 amounted to 399 children and adults. Most of the men were employed as small farmers or labourers and many of them would be tenants of the squire. In the case of Farnborough the major landowner was a Mr. George Morant of Farnborough Place. Some of the farmers, however, were also occupied in the important by-industry of pottery, and this led several to have dealings with the outside world.¹ The initiative in providing schools came from several sources; the squire, the rector and parishioners, and a notable private individual all contributed.

Of the first Farnborough school little is known and unfortunately no primary documentary evidence has survived. This was conducted by a Miss Sophia Wheatley and was very small.² It operated perhaps in the first decade of the century and was described as "a regular dame school, only she was a Miss."³ The 1818 Parliamentary Inquiry⁴ credited Farnborough with "3 dame's schools containing about 40 children who say their catechism in church during Lent," and added

1 Bourne, George. "William Smith, Potter and Farmer." 1790-1858. London. Chatto & Windus. 1920.

2 Challacombe, Jessie. "Jottings from a Farnborough Note-Book." Gale & Polden, Aldershot. 1922.

3 Bourne, G. op.cit. p142.

4 P.I. 1818. Vol.II. p826.

that the children came also from the hamlets of Cove and Hawley. Perhaps Sophia Wheatley's was one of these schools. The Inquiry also stated that a National School would be of great service, but the funds which would enable the rector to put the plan into effect were lacking.

The first school of any size was that commonly known as Mrs. Cook's, which was started by voluntary subscriptions and given proprietorial encouragement by Mrs. Morant. The first reference to it in the Hampshire Society's records is in the Annual Report for 1828, when it contained 32 boys and 45 girls, but from other sources it is clear that it was in operation before 1820.¹ When Edward Greene, the notable private gentleman previously referred to, came to settle in Farnborough he was apparently dissatisfied with the existing schools and decided to set up others at the other end of the parish in the district known as Cove. The first entry in the admission register of his school was made in November, 1820.² Perhaps Mrs. Cook's school was also one of the dame's schools referred to in the 1818 Inquiry.

Mrs. Cook had been a lady's maid, probably for Mrs. Morant.³ She did apparently receive some degree of training in the art of

1 Admission Register. Greene's School.

2 *ibid.*

3 Bourne, G. *op.cit.* p142.

instruction at the Central School, Winchester. At least it is recorded that on March 3, 1829 twelve shillings a week was to be allowed to the schoolmistress of Farnborough for lodgings in Winchester, and a monitor was sent to organise the school during her absence.¹

This school was still apparently inadequate for the numbers applying for admission, and adjoined Mrs. Cook's house in Rectory Road. Accordingly, in 1829, the rector applied to the National Society for aid, and had the school united with the society for that purpose on May 5.² In his application the rector states that the number of children in the parish between the ages of seven and thirteen requiring gratuitous instruction was not less than 50 boys and 70 girls, out of a population in 1821 of 296, which is unlikely to have increased very much in the intervening years, and that provision existed at the time for not more than 20 boys and 20 girls.³ Perhaps allowance needs to be made for some exaggeration in these figures in order to improve the prospects of gaining a grant.

The proposed new school was intended to receive at least 30 boys and 30 girls and was to be supported by annual subscriptions, which would realise an estimated annual income of £30. Instruction

1 H.S.M. March 3, 1829.

2 N.S.C.F. Farnborough. May 5, 1829.

3 *ibid.*

was to be entirely free. The scheme, however, foundered on a technicality. The proposed site was the property of George Morant, who was prepared to allow its use rent free for an unlimited term, but was not prepared to grant a lease. This was made clear by the rector in his letter to the Secretary of the National Society, dated June 13, 1829,¹ remarking " I can do nothing without my squire." He concludes by stating " a school three times the size would not accommodate the candidates," and hopes for more co-operation at a later date. Co-operation in the direction he envisaged does not appear to have been given and the correspondence ceases until March 1868, when an application was made for aid in building the new parochial school.

The Morants, nonetheless, were not unsympathetic to education and Mrs. Cook's School continued under their, and the rector's, guidance. It appears that Mrs. Cook continued her work until the early 1840s, and was succeeded for a time by a Mrs. Oliver.² It is also recorded that a Mrs. Hicks continued the school for some time.³ Certainly it appears in the National Society's General Inquiry for 1846-47⁴ as a Sunday and Daily school with 23 boys and 28 girls in attendance, out of a population of 350 children and adults. The mistress then had a salary of £31-10-0 a year, including allowances.

¹ N.S.C.F. Farnborough. Letter from Rev. Sumner.

² Bourne, G. op.cit. p151.

³ Challacombe, J. op.cit. p24.

⁴ N.S.I. 1846-47. Co. of Southampton. pp4-5.

In 1847 the Committee of Council's Reports on the Parochial Union Schools contain a reference to the Farnborough "National School". The Poor House in Union Street had no organised school and in consequence two girls attended the parochial school. The boys were less fortunate. It was said that one of the inmates of the Poor House taught six of them, but it was found on inspection that they could barely read and did not know the Commandments. One of them could hardly stumble through the Lord's Prayer.¹

The curriculum at Mrs. Cook's comprised reading, writing and arithmetic up to simple division, and much catechetical instruction. After prayers there came Crossman's Introduction, then the Catechism, and another simpler one explanatory of it. In the afternoons the girls were employed on needlework commissions for the large houses in the neighbourhood, whilst the boys gained a little geography and history from the rector.² Scripture lessons were given in the rectory by the rector's wife.³ Frequent attendance at Church was also required. Apart from Sunday, when the children sat in the Lord's aisle,⁴ they were paraded on Ascension Day and twice a week during Lent.⁵

¹ C.C.Ed. 1849. p54.

² Bourne, G. op.cit. p145.

³ *ibid.* p146.

⁴ Challacombe, J. op.cit. p28.

⁵ Bourne, G. op.cit. p146.

Punishments are reputed to have been varied and ingenious. Offenders were placed on forms to balance a Bible on each upturned hand, made to wear a fool's cap or given a dose of salts!¹ Sometimes a card listing the misdemeanors was suspended from the neck, a method which was also used at the Winchester Central School.²

It was perhaps about this time that Miss Joyce's Academy was being conducted in two upstairs rooms of "Rose Cottage". Again little is known of this school, and the evidence is purely secondary. It was considered a superior institution, at least socially, charging the high fee of 6d per week.³

In January 1864⁴ the parishioners hired Mrs. Cook's old school-room for a new parochial school. It is possible that Mrs. Cook's had been closed for a short time, at least there is no positive evidence for its continuation in the 1850s. But it can be doubted whether the parishioners would have allowed it to lapse for long in view of the support given to the new venture, although a number of children could have been transferred to Greene's school, which was in a flourishing condition at this time.⁵

1 Challacombe, J. op.cit. p24.

2 H.S.M. 1813-65.

3 Challacombe, J. op.cit. p29.

4 Fly-leaf St. Peter's National School Log.

5 Greene's Admission Register & N.S.C.F. Cove. 1859.

The school was at first in the charge of an uncertificated mistress, an ex pupil-teacher from the National Schools of St. Barnabas in Pimlico. By 1866 the parishioners were in a position to offer the post to Mr. James Newhook, from the Diocesan Training College at Winchester. The school was put under Government inspection from the time of Mr. Newhook's arrival in January, 1866. The staff at this time consisted of the master, an assistant mistress and two paid monitors.¹ The number present on January 8th, 1866, including infants, was 73.²

By 1868 it had become clear that these hired premises were inadequate for the demand and an application to the National Society for aid in building new premises was made in March.³ Accommodation for over 140 children was proposed, to serve a total population estimated to be nearly 1,600. This increase was partly the result of the establishment of the camp at Aldershot in the 1850s. The site was provided, free of charge, by Thomas Longman of Farnborough Hill, the publisher, who became one of the managers. Despite this generosity over £450 had to be provided by local subscription out of a total cost of over £600.⁴ The remainder was provided by the National Society (£40) and the Committee of Council (£131). The cost to the parents for their

1 Fly-leaf St. Peter's National School Log.

2 Log. January 8, 1866.

3 N.S.C.F. Farnborough. Case 3046. 1868.

4 *ibid.* Completion Certificate & Balance Sheet. December 16, 1868.

children's education was 2d per child per week.

The confidence of the promoters seems to have been justified. It is recorded in the log on September 3, 1869 that the average attendance that week was 138, " the Highest during the period the school has been opened." The number on roll was 180, so the school had more than doubled its numbers since 1866. According to the summary of the Government Inspector's report for 1870^I it was " a most efficient country school in every respect. Writing, Geography and Scripture are all well taught."²

Surprisingly perhaps a dame's school was established in the parish at this late date, and competed in some small way with the parochial school. It is recorded in the log that three children had left to attend one newly opened by a Mrs. Adkins. The mother of one was summoned and told the master that she had no reason for removing her daughter, except that Mrs. Adkins had asked for her children.³

Remarkable schools were those begun by Edward Greene in November 1820 and maintained throughout the period by the payments of the parents and the subsidies of the founder. Greene had served as a lieutenant in the Royal Artillery and had taken part in the Battle of Waterloo. He settled in Farnborough at the Lodge in 1820 and

I Log. June 9, 1870. Examined May 3, 1870.

2 Since 1962 the school has been accommodated in Farnborough Place, the seat of the first known patron of education in the town. The building was specially converted for the purpose.

3 Log. April 27, 1869.

thereafter, until his death in 1887, devoted himself to the schools he founded in the parish, as his gravestone in the Cove cemetery bears witness. He must clearly have enjoyed a not inconsiderable private income.

His first school was open only on Sundays and began with 31 children between the ages of five and fifteen.¹ By 1836 his establishment comprised, apart from the Sunday School, separate Daily Schools for boys, girls and infants, while the girls' school was also in part a working school. A Clothing Club, including a Penny Club, is itemised in the accounts. In 1839, for example, a considerable quantity of material for both boys' and girls' clothing was bought for a total of £21-9-8, the children contributing £6-17-9½.²

There is no record of who was in charge of the schools between 1820 and 1837, but it is possible that Greene himself conducted the enterprise. Local tradition has it³ that Mr. Edward Taylor, who formerly taught in Aldershot, took up the appointment in 1837. Certainly his name appears in the first extant account for 1839. His wife and daughter also taught, taking charge of the girls' and infants' departments respectively. Their names, together with those of the

1 Admission Register. November 1820.

2 Accounts. 1839.

3 Aldershot News. September 3, 1937.

paid monitors, appear regularly in the accounts. In 1865 the staff consisted of Edward and Mrs. Taylor, their daughter Juliana, and four paid monitors.¹

From an examination of the accounts between 1839 and 1870 Taylor's salary varied between £29 and £42 or £66 for Mr. and Mrs. Taylor jointly in the later accounts. Juliana Taylor received £33 for taking charge of the infants. The variations are most probably explained by fluctuations in the number on roll and the varying personal circumstances of Edward Greene. (see Appendix VII. b.)

Judging by the number in attendance, the schools were very popular. Between 1820 and 1864 the total number of admissions was 986, 558 boys and 428 girls; the average entry per annum over the same period being 21.75. This is perhaps remarkable in that Greene's insistence that the girls wore their hair short drove many to Mrs. Cook's school.² Many children attended Sunday School after they had finished daily attendance. A tribute to Greene's success was paid by the vicar of Cove when the latter applied to the National Society for aid in building a parochial school in May, 1859. The vicar comments, " There is a good private school in the village for those who can attend regularly which is quite full and supported by a kind gentleman."³

¹ Accounts. 1865.

² Challacombe, J. op.cit. p28.

³ N.S.C.F. Cove. Case 1712. 18 May, 1859.

The curriculum at Greene's School was firmly based on the Church of England Catechism. Bibles, testaments, prayer books, and elementary questions on the Catechism appear frequently in the lists of books purchased. The children attended school on Sunday mornings and then proceeded to the Farnborough parish church, where they were accommodated in the gallery.

A notable feature of the instruction was the emphasis on music and singing. Hullah's sheets, Taylor's Music Books and the Norwich Tune Books figure in the acquisition lists. Traditionally it is said that all movements in school were accompanied by music, the children marching with their hands on the shoulders of those in front, chanting

" Learn ye order, cherish it,

Order spares both toil and time."¹

Another notable feature was the lending library, which distributed the " Children's Friend", among other works specifically designed for children. The schools were closed by the death of the founder in May 1887, with the exception of the infants' school which Mr. Taylor kept on as a private school, perhaps until his death in August, 1893.²

¹ Challacombe, J. op.cit. p27.

² Aldershot News, September 3, 1937.

With the establishment of the camp at Aldershot in 1854 Greene's School was not adequate to the new demand and plans were made for a Cove parochial school in 1857.¹ The vicar described the parish as being "very poor and without any resident family to assist in the undertaking," and as having many poor children growing up without any education.

The new school was to provide for 50 children from a total population which had risen to over 1,000 by 1859.² It was to be built on a site conveyed by the Enclosure Commissioners to the Minister and Churchwardens. Instruction was to be given at 2d per week and a woman who had kept a school in her own cottage was prepared to take charge, for the teacher's house, £5 and the children's pence.³

The promoters ran into some difficulties and the grant of £18 from the National Society was insufficient to aid the completion of the original plan. The delay was such that the Secretary of the Society wrote to the vicar requiring a progress report, with the threat that the grant might have to be relinquished.⁴ However, local effort was sufficient for a beginning and a school-room was erected and further funds applied for in May 1859,⁵ by which time there were 53 children in weekly attendance. The school was almost self-supporting,

1 N.S.C.F. Cove. Case 1712. June 5, 1857.

2 *ibid.* May 18, 1859.

3 *ibid.*

4 *ibid.* Letter J.G. Lonsdale to Rev. F. Sotham. 9 May, 1859.

5 *ibid.*

the children paying 2d each Monday in advance. The ages of the pupils varied greatly. Some were 13 years old and did not stay more than three days in the week, but paid their 2d on Monday with permission to be at home when their parents required them.¹

By 1871 voluntary effort had provided nearly adequate efficient school accommodation in Farnborough, but in Cove there was a considerable deficiency, according to the calculations of the Inspector appointed to inquire into educational provision under the 1870 Act.² Farnborough, with a total population of 1,484, was calculated, at 1 in 5 of the labouring class of 1,272 people, to require places for 254 children. Efficient accommodation was being provided for 234 boys, girls and infants at the National School and in Greene's Private School in Cove, a marginal deficiency of 20 places. Cove, on the other hand, had a population of 706, all of whom the overseers estimated belonged to the labouring and needy class. Rev. William Warburton deducted six from this number to account for the clergyman and his family. At the usual calculation 140 school places were required, whereas only 51 were available at Greene's School, which had to serve both parishes. The deficiency was therefore 89. The Cove St. John's parochial school was operating and could accommodate 74 children, but lacking a certificated

1 N.S.C.F. Cove. May 18, 1859.

2 Ed.2/195. File 3603.

teacher and adequate buildings it was considered inefficient and therefore disregarded by the Inspector.

In a special memorandum Rev. Warburton added that in reality the parishes of Farnborough, Cove, Hawley and Yately ought to be regarded as one educational unit. Assuming, as he did, that St. John's School, Cove would be made efficient the four parishes would remain slightly undersupplied to the tune of between fifteen and twenty places in each case.^I

CHAPTER NINE

The Curriculum and Teaching Methods.

" The end of all education ought to be to prepare them for those duties and those situations in life they are called upon to fill....to make them in their respective stations good citizens and good Christians."

Rev. R. Dawes. Vicar of King's Somborne.

" With regard to learning, what is necessary for them lies in a little compass."

Rev. W. Gilpin. Founder of Boldre School.

The avowed objective of a large number of schools was to teach the children to read their Bibles, hence the core of the curriculum was reading and religious instruction, accompanied by varying degrees of proficiency in writing and arithmetic. This core remained in some cases the bounds of the children's experience and there are many references in the reports of the Committee of Council to the need to introduce other subjects in a number of Hampshire schools, while examples of limited curricula can be cited throughout the period.

This limitation was sometimes intentional, but perhaps more often its cause lay in particular local circumstances, such as the

qualifications and interests of the teacher or the feelings of the inhabitants. Rev. William Gilpin's assessment of the needs of the children in his foundation at Boldre in the New Forest was very precise. The boys were to be taught writing and arithmetic up to the first four rules, whilst the girls, for whom writing and arithmetic were deemed less necessary, were to be taught to read, knit or spin, sew and mend their clothes. The girls could, however, for a fee and out of school hours, learn to write.¹ An approximately identical curriculum was prescribed for the school at East Titherley and Lockerley, founded by Sarah Rolle in 1736 and reported upon by the Charity Commissioners in 1839.²

Between 1829 and 1834 the Secretary of the Hampshire Society for the Education of the Infant Poor kept a personal note-book on the schools he visited.³ From his cryptic comments it is clear that several schools were restricted in their offerings. He recommended the mistress of the Basingstoke Girls' National School to study arithmetic herself.⁴ At Fareham⁵ in 1831 the girls did not write or cypher and the boys were said to have learnt nothing, while in the same year the newly established school at Titchfield⁶ was hampered in

1 Codicil to Will of William Gilpin, 1804. London, Cadell & Davies.

2 Ch.Comm.R. 18th. p542. MS 316. 1825. Extract printed 1839, London.

3 Note-book. Thomas.V.Short. 1829-34.

4 *ibid.* November 9, 1830.

5 *ibid.* September 14, 1831.

6 *ibid.* September 12, 1831.

its development by the fact that the farmers, who were the chief subscribers, objected entirely to arithmetic being taught. Perhaps it did not enable the boys to plough a straighter furrow. The result was that only reading had progressed in the year since the school's foundation. At Lyndhurst^I in 1832 the girls did not learn to write, and in consequence the older girls resorted to a Dissenters' school to learn writing and arithmetic.

Even as late as 1868 history and geography were just being introduced into some schools. At Highclere Parochial School, for example, the Inspector remarked in his report for 1868 that he hoped the master would be able, by another year, to "stimulate intelligence by either History or Geography lessons."² From the log it is clear that geography lessons had become frequent by May 1869, though the first reference to a history lesson was in October, 1870.³ The remainder of the curriculum consisted of religious instruction, reading, writing, arithmetic up to long division, and a great deal of singing.

It would be misleading, however, to give the impression that the children's studies were not considerably enriched in many cases. Perhaps the most famous example of a wide-ranging curriculum was that

I Note-book. T.V. Short. 1832.

2 Log. December 8, 1868. Hampshire Record Office.

3 op.cit. October 26, 1870....."Read English History."

of the King's Somborne National School.¹ Also at the British School, Basingstoke the curriculum was not only fairly broad, but it also embraced the greater number of the children in the school. In 1854² there were 120 boys and 50 girls on roll. The entire number were taught reading and writing, 160 arithmetic, 80 English grammar, 160 geography, 120 drawing and 120 music.

The content of the curriculum can best be expressed in tabular form. The number of children studying history and geography perhaps achieves greater importance in terms of the general awareness of the children when one considers the remark of Rev. H. Moseley in 1847³ that, " when asked what was the greatest city in England they have named the neighbouring market town.....and have told me that the Queen of England was Queen also of France, and that the people of Scotland were black."³

The Content of the Curriculum in 1847 ⁴

Sample: 45 Hampshire schools in connection with the Church of England.

In all the schools Reading, Writing and Arithmetic were taught but the latter with varying degrees of proficiency.

1 Cf. Dawes, R. Suggestive Hints Towards Improved Secular Instruction: making it bear upon Practical Life. 3rd. Edn. 1849. London.

2 B.&F.S.S. 1854. p55.

3 C.C.Ed. 1847. p3.

4 ibid.

A. Number of schools in which the following subjects were taught:

Geography.....30 schools
 Grammar.....18 "
 English History....22 "
 Vocal Music.....19 "

B. Number of Boys present at inspection 2,370

"	"	Girls	"	"	"	2,004	
						<u>4,374</u>	total

C. Whole number out of 4,374 who receive instruction in each subject:

Writing on paper.....1,545
 Geography.....861
 Grammar.....408
 English History.....413
 Vocal Music.....546

Rev. Richard Dawes, Vicar of King's Somborne, in speaking of the instruction at his school, perhaps the most notable National School in the county, chose to emphasise the religious and moral aspect of the teacher's work. Indeed he was at pains to explain that the secular instruction for which his school had become famous was in no way inimical to the children's religious knowledge, but that it was rather an aid to their better understanding of Christianity.^I

I Dawes,R. Suggestive Hints. p155.

The Bible was used in many schools not merely as a source of moral precepts, but also as a reader. In some cases it was the only reading book in use. For example, in the Southern District in 1842,¹ in an inspection of schools in which boys and girls were taught in separate rooms, all but six of the 39 had their reading lessons almost entirely confined to the Scriptures, or small books of extracts from them, and this class of school was on the whole the best provided for. The references in the Committee of Council's reports to the need for more secular reading books defy enumeration. The King's Somborne school was distinguished from most other schools in the Stockbridge district in 1847 by its use of the Scriptures for instruction in the subject matter of Scripture only and the use of secular books exclusively for instruction in reading.²

The primacy of religious instruction is attested by the attention given to it by inspectors and by arrangements made in particular schools. At Rev. William Gilpin's school at Boldre various scriptural texts, inscribed on tablets, were placed on the school-room walls and the children were directed, at various times in the day, to read them over and imprint them on their minds.³ At the Winchester Central Schools the day started and closed with the Confession, the

1 C.C.Ed. 1841/42. p265. Kent, Sussex, Berkshire, Surrey, Hampshire.

2 C.C.Ed. 1847. Extract printed in London, 1849. p12. Winchester Lib.

3 Iremonger, F. Suggestions to the Promoters of Dr. Bell's System of Tuition. William Jacob, Winchester. 1813. p242.

Lord's Prayer, and the Grace.¹

This formal religious instruction was frequently reinforced by compulsory attendance on Sunday at Church or Chapel. Regular church attendance was required of the whole school at St. Peter's, Farnborough in the mornings about twice a week and on certain Saints' days and major festivals, apart from the normal attendance on Sundays. It is recorded in the school log that in the week prior to Easter 1867 the work was irregular in consequence of the children being in church every day, and having to practice hymns to sing at the services.² The contribution of the Lancasterian schools to Church and Chapel attendance has already been noted.³

One might imagine that with this concentration on religious instruction that the children would become very proficient. The experience of the inspectors, however, was just the reverse in a number of cases. "I have seen how miserably small are the amount and value of what children learn of Scripture where Scripture is the only thing that enters into the routine of teaching; how vague, confused, and incorrect are the ideas of either facts or precepts that are acquired in such an isolated way," observed Rev. Brookfield in 1849.⁴ Rev. Dawes' proposition that subjects cannot be taught

¹ Iremonger, F. Suggestions. p242.

² Log. April 18, 1867.... "A difficulty in getting the children to learn the Collect for the week. Rule made that all the elder children must either learn it or be punished."

³ Chapter 2. p30.

⁴ C.C.Ed. 1848/49. Vol.II. p73.

effectively in isolation would seem to be vindicated here.

Prodigious feats of memory were sometimes encouraged. At the Compton village school in 1843 the upper classes were learning from thirty to forty verses of Scripture every week and one boy of eleven was in the habit of learning one hundred verses a week at the time of the inspection.¹ Lack of judgment was sometimes shown in the choice of the passages for the daily readings. It was observed by one inspector that the portions of Leviticus used on occasions might have been embarrassing to visitors but for the total lack of understanding with which the children read them.²

INSIDE THE SCHOOLS

"The moral and spiritual improvement of the lower orders ought to be the great object kept constantly in view. The subjects of instruction, and the method of teaching should always be deemed subordinate to this."

Hampshire Society Annual Report, 1831.

The Monitorial Plan

To describe a school as monitorial did not necessarily mean that it operated on the plan of either Bell or Lancaster in

1 C.C.Ed. 1843/44. p45.

2 C.C.Ed. 1848/49. Vol. II. p75-76.

its fullest elaboration, indeed, in the case of village schools it was perhaps inappropriate to attempt it. Perhaps it was only at the Winchester Central National Schools, often described as the "model schools", that "rigid adherence to all parts of the system"¹ could be attempted or expected. In 1813, for example, there were schools in Hampshire where the mechanical parts of Lancaster's plan were adopted and yet all, or most, of the children were brought up in the faith of the Church of England.²

The National Society could possibly hope to be more successful by example rather than by coercion. This is not to deny, however, that there were financial advantages to the school promoters in being united with a local agency like the Hampshire Society in such matters as getting grants of books and slates, and in paying teachers' salaries in some cases.³

Once a school had been placed in union efforts were made to ensure that at least the spirit of Bell's plan was observed. In 1815 the Hampshire Society sent a recommendation to the Lymington managers to dismiss their school-mistress as her religious views were irreconcilable with those of the Church of England.⁴ The Society distributed Mrs. Trimmer's "Teacher's Assistant" at prime cost to all

1 Iremonger, F. Suggestions. p17.

2 op.cit. Chapter 12.

3 op.cit. Chapter 3.

4 H.S.M. April 20, 1815.

schools in union,¹ copies of Bell's instructions were given to all who came to Winchester to be taught the system,² and Bell's "Elements of Tuition" was also distributed.³ In general, by 1830, the Secretary of the Hampshire Society found the mechanical parts of the system carried on with "some degree of accuracy."⁴

By 1849, when the teachers from the Training Colleges were beginning to have some effect, of 44 Hampshire National Schools reported upon by the Committee of Council⁵ ten were still specifically stated to be monitorial in organisation, although a number had parallel desks fitted in a gallery and other modifications. At Easton the system was monitorial, but the master taught for the most part, and had been trained at the Diocesan Training School. At West Meon "National" methods were "slightly modified according to the expediency of the circumstances".⁶

A school which adhered closely to the monitorial plan and Lancaster's methods, at least in the early years, was the Portsea Lancasterian Institution. The management committee described the instruction there in 1813 as "admirably calculated to produce emulation, and an endeavour to obtain superiority".⁷ The first master

1 H.S.M. February 25, 1813.
 2 op.cit. October 7, 1813.
 3 op.cit. June 29, 1815.
 4 H.S.R. 1830.

5 C.C.Ed. 1848/50. Vol.II.
 6 ibid.
 7 Annual Report, 1813. p5.

had in fact been sent by Lancaster himself in 1812.¹ It was stated that the boys were never allowed to be idle whilst in school, and the lessons, printed on pasteboard, and chosen from the psalms and parts of the Bible, were taught in a "catechetical form".² An acquisition which was thought worthy of record in 1814 was a "telegraph", presumably a semaphore system, "by which the Master is enabled to exercise, with perfect silence, the whole school at the same time."³ By 1835 though some deviation in method had arisen. The British and Foreign School Society's lessons were used for spelling and reading, but not for arithmetic, as in this case the master preferred dictation by monitors.⁴ On the whole the school was something of a "pacemaker" for other British Schools in the district, and vacancies were often filled by application to the parent society for a suitable person, or the person selected was sent to London for training. In 1814, when it was decided to establish a girls' division, a "proper person" was sent to the parent institution at Chelsea for instruction.⁵

The Southampton Royal Lancasterian School, established in 1810,⁶ also became a model for its district, at least on the old plan.⁷ In 1850 it was described as one of the best schools conducted on the old monitorial plan, though at the same time it was avowed that the

1 Annual Report, 1813. p3.

2 op.cit. p6.

3 op.cit. 1814. p7.

4 B.&.F.S.S. 1835. p58.

5 Annual Report, 1814. p10.

6 B.&.F.S.S. 1831. p88.

7 B.&.F.S.S. 1832.

information given to the children in geography, grammar and "useful knowledge" in the higher classes was "too concrete and verbal".¹ Even earlier it had been observed that the "improved method of interrogation" which was practised at the Central School was not generally carried out at Southampton.²

At the Lymington British School the master appeared to be unaware of the System in 1835,³ though it should be noted that shortly after the report appeared a teacher was supplied from the Borough Road while the Lymington master was in London studying the System.⁴ At Alton in the same year the British School was essentially monitorial but with gallery sections.⁵

Taking the same year, 1850, as a means of comparison with the National Society of ten British Schools reported on by the Committee of Council nine were conducted on monitorial lines, but often with modifications.⁶ At Beechwood, near the New Forest, the books in the boys' department were various and included those of the British and Foreign School Society, the National Society and others, while in the girls' department Bell's plan was adopted for the arrangement of the desks. The mistress here was described as "an old private school-keeper with all the merits and defects of her class".⁷ At the

1 C.C.Ed. 1851/52. p546.

2 B.&.F.S.S. 1835. p58.

3 *ibid.*

4 *ibid.*

5 *ibid.*

6 C.C.Ed. 1851/52. p546.

7 *op.cit.* p585.

Fordingbridge British School the three pupil-teachers were modifying the old plan by their very presence and the master was urged to make them more distinctly responsible for their classes.^I

The Glasgow System

" The principle(sic) features of the pursued system are Bible and moral training together with the peculiar method of communicating instruction generally, by suggestion, question and ellipse. The method of Bible training, besides the reading of the Scriptures by the children, consists in the reading of a portion of the Bible by the teacher each day to the whole of the children assembled in the gallery; or in communicating orally some historical fact or moral precept contained therein, and questioning them upon it, at the same time leading their minds to comprehend its meaning by reference to objects with which they are perfectly familiar."²

The statement above, made in 1841 by the managers of the British School, Basingstoke, outlines the essence of the Glasgow or Simultaneous method of instruction. The first master at Basingstoke had been trained under Stow at the Glasgow Normal Seminary. These

^I C.C.Ed. 1851/52. p585.

² Managers' Minutes. British School, Basingstoke. August 23, 1841.

methods were practised most commonly in the Wesleyan Schools,¹ and in some British and National Schools.²

The general plan was alternately to teach the whole school in a large gallery and to divide the school into small sections under monitors, amongst whom the children circulated. The chief defects of this system, according to Joseph Fletcher, H.M.I. for British and Wesleyan Schools,³ was the lack of collective attention in the gallery, as a result of the indiscriminate answering which was often allowed, while a similar defect showed itself in the monitorial drafts except when the master was present. Of the Andover British School he commented, " The Surprising proportion stated to be learning geography and grammar in both schools is merely indicative of the system of simultaneous instruction to the whole school in these subjects, so defective in methods, however, that all real information in them is limited to very few."⁴

The origin of the system, according to the same authority,⁵ was an excessive distrust of the monitorial system, and this led many teachers to do as much as possible for the education of the children by their own efforts. In practice it was found that collective

1 C.C.Ed. 1848/49. p260.

2 Cf. Log. St. Thomas's Boys' National School, Winchester. November 8, 1865...."Rev.C.Bowen visited in the morning and wished me to try the plan of simultaneous writing".

3 C.C.Ed. loc.cit.

4 C.C.Ed. 1848/49. Appendix V. p384.

5 C.C.Ed. 1848/49. p260.

instruction of children of all ages from five to fifteen was impracticable and hence a supplementary subdivision under monitors was required. Certainly, those schools in Hampshire conducted on the Glasgow System were mixed schools of all ages.¹

Too often, it appears, subdivision of the Glasgow Schools without skilled monitors was resorted to. This was clearly the case at the Whitchurch Wesleyan School in 1850.² The methods in Mr. Fletcher's view needed complete revision to attain genuine "collectiveness" (sic) either in the gallery or in the small classes.

The Wesleyan Education Committee admitted that the Simultaneous Method could not be well applied where great disparity in ages existed, and that some teachers did not admit the little children to the gallery when giving the usual lessons but disposed of them elsewhere under the care of other children who could do little to instruct them.³

The study of the moral development of the children, especially whilst at play, and the provision of facilities for this was a distinctive and praise-worthy feature of schools on the Glasgow Plan.⁴ This was duly appreciated by the managers of the British School, Basingstoke, when they stated in their report, " the playground is the

1 Basingstoke British School; Whitchurch Wesleyan; Landport Wesleyan.

2 C.C.Ed. 1850. p858.

3 C.C.Ed. 1848/49. p262. Wesleyan Education Committee. 10th Annual Report. 1848. p42.

4 C.C.Ed. 1850. p561.

principal place for the development of character. Then an opportunity is afforded for the obeying or the disobeying of those moral injunctions which are daily inculcated in the schoolroom."¹

In fairness to the Glasgow System, in view of the criticisms, it should be noted that the British and Foreign School Society seems to have been well satisfied with the Basingstoke School. The Secretary visited the school periodically to conduct a public examination and expressed satisfaction on these occasions. (see Appendix VIII. A.) The more gifted teachers were keeping to the spirit of the system but adapted it to their particular needs.²

Object Lessons

It has been noted that a gallery was provided in a number of schools, apart from those conducted on the Glasgow System. This arrangement was well adapted to the delivery of object lessons, of which references have survived in the case of several Hampshire schools.

In May 1864³ a new time-table was arranged for St. Thomas's Boys' National School, Winchester to enable two object lessons a week to be given. The master records that on July 6, 1866⁴ he gave an

¹ Managers' Minutes. August 23, 1841.

² C.C.Ed. 1848/49. p261.

³ Log. St. Thomas's N.S. Winchester. May 5, 1864.

⁴ op.cit. July 6, 1866 & September 21, 1866.

object lesson to the whole school, and there is an identical entry on September 21st of the same year. Unfortunately there is no indication what subjects were taught. The lessons to the whole school were either sufficient of an event to be recorded in this way, or the master had not been too punctilious in keeping the log.

Earlier, at St. Peter Cheesehill National School,¹ also in Winchester, the master included "Lessons on Objects" in a list of books in use at his school which he sent to the National Society with his application for aid. From the timetable it appears that object lessons were given daily at this school. (see Appendix. VIII. B.)

The most complete record of object lessons that has so far come to light is of those given at the Winchester Central National Girls' and Infants' School between 1866 and 1870.² (see Appendix VIII. C.) By far the greater number were given on animals of all kinds and on their uses, though human anatomy did not escape notice.³ Geography and telling the time⁴ were also dealt with in this way.

The gallery lesson was also used for religious instruction. The life of Moses, the Flood, the "Brazen Serpent", and the story of David and Goliath are some examples. From other comments in the log

1 N.S.C.F. 1840. St. Peter Cheesehill School, Winchester. Letter signed by William Stroud, Master.

2 Log. 1866-1870. Guildhall, Winchester.

3 op.cit. October 9, 1867.

4 op.cit. November 23, 1866.

it seems that the children enjoyed these lessons, or at least preferred them to more pedestrian methods. On January 24, 1866 the school was said to be "very quick" when the mistress gave an object lesson on coal. Perhaps the lessons were too overtly didactic. On February 21, 1866 the children were said to have answered fairly in "the recapitulation", while revision lessons were sometimes given.¹

One inspector's comment on object lessons, at least in the British Schools, was that they all gave some degree of excitement, but beneficial training of the mind was very infrequent.² Their greatest defect, in Joseph Fletcher's opinion, was the absence of any express methods of exciting curiosity or of forming an hypothesis to give the exercise the true character of investigation. Fletcher applied these strictures to the scriptural lessons also.³ In view of this perhaps the true object lessons, in which curiosity led to rational investigation, were the conversational lectures and other lessons at the King's Somborne National School.⁴

The Tripartite Plan

Another method of organisation used in Hampshire schools was the Tripartite System. By this method distinct places were assigned

¹ Log. Winchester Central Schools. March 4, 1867; June 18, 1867.

² C.C.Ed. 1848/49. p270-271.

³ op.cit. p274.

⁴ Referred to later in this chapter.

to the children, first for oral instruction, secondly for writing and slate arithmetic and thirdly for reading. The children, forming three corresponding divisions, shifted from place to place every hour. This plan was adopted in the Alverstokey National School in 1845 and at St. Bartholomew Hyde National School, Winchester, in 1846^I, in both cases with apparent success.

TRIPARTITE PLAN

Hours	I	II	III	
9-10	A	B	C	I.II.III - divisions of children
10-11	B	C	A	A.B.C. - places assigned for instruction
11-12	C	A	B	

A particular merit claimed for this plan was that it brought the lowest classes as much under the personal instruction of the master as the highest, at a time when by far the greater number of children were leaving school before they reached the first class. The consequent raising of standards in the lower school was of no little importance.

At Alverstokey the plan was very slightly modified to insert an additional Scripture lesson by the clergyman, addressed to the

whole school, and to allow for the girls' needlework.¹ On these latter occasions the boys were taught exclusively by the master. The claims made for the system seem to have been justified at St. Bartholomew Hyde National School, where the mistress taught reading in the morning and sewing in the afternoon and left everything else to be taught by the master. Rev. H. Moseley² thought the advantage the younger children derived from the attention which the master was compelled to give them most apparent and expressed himself particularly pleased with the religious instruction, reading, spelling and arithmetic. In 1850 another Winchester National School had adopted the system. Rev. Brookfield reported that St. Michael's School had recently opened on the Tripartite Plan.³

The various plans of organisation did not continue unchanged throughout the period and one of the factors of change was the advent of the pupil-teacher. In general they modified monitorial methods, and more specifically brought the schools on the British and Glasgow systems much nearer to a common standard.⁴ In the British Schools the result was not the abolition of monitorial drafts, but their restriction to the mechanical work of the school and their subjection to the pupil-teachers, who, being responsible to the master, gave him far better control than before.

1 C.C.Ed. 1848/50. Vol. II. September 21, 1849.

2 op.cit. Appendix A. p31.

3 C.C.Ed. 1850. p396.

4 C.C.Ed. 1848/49. p266.

The effect in the Glasgow Schools was to break down the "unmanageable mass" of the gallery lessons into more available sections, and to awaken the teachers to the fact that trained assistants had a distinct value. The former "monitors" on the Glasgow System had perhaps been misnamed as they were completely untrained.^I

Some Unusual Methods

That the plans of Bell, Lancaster, Stow and others, however modified to meet local conditions, were not the only influences shaping the curriculum and teaching methods in Hampshire is made abundantly clear by the work done at the King's Somborne National School, which was just emerging in 1850 from local to national importance.² Indeed, no account of Hampshire schools would be complete without a reference to this remarkably successful school.

This success was due, in the main, to the encouragement and superintendence of the vicar, Rev. Richard Dawes, enthusiast and author,³ whose philosophy of education, shared by the master and his wife, as a practical and rational endeavour, appealed to the children

I C.C.Ed. 1848/49. p267.

2 C.C.Ed. 1850. p385.

3 Suggestive Hints Towards Improved Secular Instruction: making it bear upon Practical Life. R. Groombridge, London. 1849.
Hints on an Improved and Self-Paying System of National Education. Suggested from the working of a village school in Hampshire. R. Groombridge, London. 1847.

and to their parents.

When the school opened in October, 1842 there were 38 children on roll.¹ This number had increased by 1847 to 219 children from King's Somborne and neighbouring villages, some labourers' children travelling between three and four miles daily. In his own book about the school² Dawes mentions that the initial prejudices of the farmers, against having their children educated along with labourers' children, were giving way and that in 1847 fourteen farmers' children lodged in the village between Monday and Friday in order to attend. The parents of six of these had joined together and taken a small house in the village and placed a relation in it to take care of the children during the week.

The instruction at King's Somborne was remarkable both for its range and for the methods adopted. A clue to the latter is given by Dawes' cogent remark that " the three-foot rule is to the village school what Liebig says the 'balance is to the laboratory' ".³ Reading, writing, arithmetic and religious instruction received their due attention, but the curriculum was extended to include grammar, geography and history, subjects which were by no means common in many schools, and explored the yet more unfamiliar fields of natural history,

1 C.C.Ed. 1847. p5. Extract, R.Groombridge, London. 1849. H.R.O.

2 Dawes, R. Hints. p21.

3 *ibid.*

mechanics and natural philosophy. Dawes attributed the school's influence with the agricultural population around him to this union of instruction in natural science, applied to the children's daily experiences, with everything else taught in the school.

The local environment was the school's additional text-book, and the amusements of early childhood an important approach to matters more philosophical. The popguns that the children were in the habit of making out of elder wood enabled the master to introduce the fact that air has weight, and that this atmospheric pressure enabled them to amuse themselves with squirts and popguns, but also, more practically, to pump water.¹ The elementary see-saw which the children used to improvise by balancing a piece of wood over a gate enabled him to demonstrate the principle of the lever, and relate it to their own activities. This point was then further established by showing this concept to be the essence of the elementary process of using a spade efficiently.² (see Appendix. VIII. D.)

Several of the properties of iron could be seen in use at the village smithy. The use of welding and the expansion of iron by heat to achieve a good fit when hooping cart-wheels both lay within the children's daily observation. The vicar built up a small collection

1 Dawes, R. Hints. p18.

2 Dawes, R. Suggestive Hints. p65.

of apparatus and other aids for the demonstration of these and other points. This included the ores of metals in common use, the raw materials of the textile industry and some finished cloths, specimens of woods, models of machinery, an air-pump and an orrery.¹ This further reflects Dawes' profound conviction that in such matters practical demonstration was essential to make these subjects both pleasing and useful, especially to children.

Arithmetic in particular, and mathematics generally, was "an exercise of the mind, and not merely an application of rules got by heart."² It was for this reason that Dawes associated algebra and geometry, an association which was as uncommon as it was useful.³ In his view the workman who knew a few propositions from Euclid was raised from the status of a machine to that of an intelligent being. Indeed, the great interest of King's Somborne as regards mathematics lay in the establishment of the possibility of teaching Euclid with success in an elementary school.⁴

Geometry was a matter for practical demonstration. The pupils were led to understand such terms as perpendicular, parallel and horizontal by reference to things in the room. The walls are perpendicular, the floor boards horizontal and parallel, and the door posts perpendicular to the floor. The class-room itself was arranged

1 Dawes, R. Hints. p18.

2 Dawes, R. Suggestive Hints. p40.

3 C.C.Ed. 1847. p17. "I have found algebra and geometry together in only one other National School."

4 *ibid.*

to demonstrate geometrical truth by actual measurement. A black line, divided into feet, was marked on two adjoining walls about a foot from the floor, so that any point on each of the lines could be joined by a string to form a right-angled triangle to demonstrate Pythagoras' Theorem in three-dimensional terms.^I(see Appendix VIII. D.)

English history at King's Somborne was not merely a matter of learning dates and facts. S.P.C.K. outlines were used as a reader and source-book for instruction, in a "conversational way", on the different peoples who have invaded us at different times, on local features such as the Roman road from Winchester to Sarum which runs through part of the parish and other features of a local nature, or on the introduction of cotton and its effect on costume. The ultimate purpose was to show the children how " they may improve the future by reflecting on the past".²

Yet another interesting feature were what Dawes called "conversational lectures" of fifteen to twenty minutes' duration on such everyday things as a loaf of bread and the cottage fire, or on natural history and natural phenomena, and even morality and human behaviour.³ By analysing a loaf of bread into its constituent parts

I Dawes, R. Suggestive Hints. p59.

2 op.cit. p39.

3 op.cit. p143.

the children were led to see the uncommon in the common, the unexpected in the mundane. (see Appendix VIII. D.)

The instruction at King's Somborne was remarkably successful when tested by the yardstick of the children's attainments in such basic skills as reading, writing and spelling, but its greater success in enlarging the children's horizons and providing the curiosity essential for further investigation was perhaps incalculable, or at least difficult to calculate.

In 1847 64 children were reading with ease, a proportion of 2 in 5. The inspector had found the proportion to be 1 in 6 in the other schools he had visited. Rev. H. Moseley commented that he had never heard little children read so well in an elementary school, and that the reading was distinguished not by correctness of pronunciation so much as by correct emphasis and expression.¹ All the children, except five, were writing at least on slates, and all except the lowest class were used to writing not only from copies and dictation but to some extent from their own thoughts.²

The spelling was excellent. " I certainly never have examined little children who could spell so well; and that good spelling and good reading, and skill in expression of written thoughts, go together

¹ C.C.Ed. 1847. p12.

² op.cit. p13.

may be taken as an illustration of the fact that to have excellence in any one subject of instruction in an elementary school, it is necessary to unite it with others; and that the singular slowness with which the children of our National Schools learn to read (a fact to which all our Reports have borne testimony) is, in some degree to be attributed to the unwise concentration of the labours of the school on that single object".¹

Dawes did not restrict himself to any single source for books for secular instruction, though in the list of books in use in 1847 the productions of the Irish Society and the British and Foreign School Society are undoubtedly prominent. (see Appendix. VIII. D.) What is remarkable is that Dawes found little difficulty in getting the children to buy their own reading books. In 1847, for example, five dozen copies of one of the Dublin Reading Books were purchased by the children, at 7d per copy, in five months, and of a set of small maps, produced by Betts in the Strand at 6d each, 63 were bought in a very few weeks.²

A lending library was established early in the school's career,³ with apparently very good results. Between September and December 1844 90 volumes were taken out by 28 children, who displayed

1 C.C.Ed. 1847/48. Appendix A. p13.

2 Dawes, R. Hints. p15.

3 C.C.Ed. 1843-44. Appendix A. p48. Letter from Dawes dated December 13, 1844.

a varied taste for scripture, voyages and travels, and natural history. The parents, and even neighbours, shared the benefits. One child brought back "Evenings at Home" and wanted it renewed because because her parents had not yet read it, and another wanted a renewed loan of "Pilgrim's Progress" because a neighbour came in two or three times a week and had not yet heard it all. The borrowing of "Mutiny on the Bounty" had other results. The girl to whom it was lent was found one day, in the lunch hour, standing on a stool before a map of the world tracing out the places the ship had touched at.¹

Homework had a practical bias. A writing assignment might involve pointing out the uses of soap or of iron, while the problems set in arithmetic involved the parish and its people.² (see Appendix. VIII. D.) Some of the problems were said to afford amusement for the whole family.³ On Fridays the lessons for the following Sunday and the psalms were read and explained to the children and an exercise given them to write on a Friday night, for the first lesson on Monday was generally a scriptural one. This was said to interest the parents as well as the children.⁴

Similarly, at Abbot's Ann, near Winchester, the vicar was anxious to carry his Sunday teaching into the home. His practice was

1 C.C.Ed. 1843/44. Appendix A. p48.

2 Dawes, R. Hints. p20.

3 op.cit. p21.

4 op.cit. p23.

to hang some questions on the Church door on a Sunday morning on the subject to be taken up in the afternoon. He found that several of his parishioners attended the catechising and answered the questions on paper in the week following and then handed their answers to him for comment.¹

Rev. H. Brookfield, in his report for 1850, partly attributes the relative superiority of Hampshire and Surrey over Kent and Sussex, the other counties under his surveillance, to their greater proximity to King's Somborne, to which he alludes in the following terms, " It may be doubted whether any amount of printed treatises on the subject could produce an effect at all proportionate to that which silently results from a single working model such as this excellent school exhibits."²

Whether this is placing too high a value on an individual school it is difficult to judge, but Richard Dawes claimed it to be a means of introducing a better class of books into many of the schools in the neighbourhood. Many teachers were said to have visited the school.³ Certainly in 1847 four people who had been educated at the school were teaching in other schools and the second-master at King's Somborne had, in Dawes' opinion, qualified himself for any similar position.⁴

1 C.C.Ed. 1843/44. p45.

2 C.C.Ed. 1850. pp381-382.

3 Dawes, R. Hints. p16.

4 *ibid.*

One school in particular was consciously applying something of the King's Somborne "plan" with remarkable results. In 1849 Rev. Moseley said of the master of the Odiham National School, " He has tried Mr. Dawes' plan of teaching some popular science to his boys, and has added mechanics and algebra to his course and composition on paper."¹ The result was that the school was well attended, had gained in popularity, and a plan was about to be adopted for admitting farmers' sons to the school, as at King's Somborne.²

The Winchester Central School showed an interest in Dawes' methods. The management committee ordered a copy of his "Hints on Secular Instruction" to be procured for the master's use, shortly after its publication.³ It is not clear though how thoroughly his ideas were put into effect.

Dawes' influence can also be detected in the prize scheme instituted by Lord Ashburton in 1854.⁴ Several prizes were offered annually to masters and mistresses with a view to encouraging their proficiency in teaching and illustrating the principles of "common things". One of the "set books" for the written part of the competition was the 6th edition of Dawes' "Suggestive Hints". (see Appendix. VIII. E.) Dawes was at pains to propagate his ideas about

1 C.C.Ed. 1848/49. Appendix A. p31.

2 *ibid.*

3 H.S.M. October 19, 1847.

4 C.C.Ed. 1853/54. Vol. II. p379.

the teaching of "common things" and delivered lectures on the subject before the Royal Society of Arts.¹ In 1854 he observed that little had then been attempted in elementary schools, but that the position was about to be remedied by the Board of Trade which had established a department of practical science under Dr. Lyon Playfair to promote a knowledge of the subject in elementary schools.²

By 1855 the new "subject" had become an established and valuable part of the curriculum at the Winchester Training School. The Principal regarded it as "by far more interesting and promising than any other branch of secular instruction",³ while the scheme also generated interest outside the county. In June 1855 the Principal and students of the Chester Training School placed a series of models to the value of £8 or £10 each at Lord Ashburton's disposal as additional prizes.⁴ The value of this scheme can be gauged by Rev. Brookfield's comment in connection with the inauguration of the competition that, as far as the children were concerned, a very fluent familiarity with the peaks of the Himalayas was not incompatible with considerable ignorance of things at home.⁵

Experiments of a similar nature were apparently carried out

1 Dawes, R. The Teaching of Common Things. August 7, 1854. Groombridge and Sons, London. 1854. R.S.A. lecture.

2 op.cit. p7.

3 N.S.P. November 1855. p237. Letter dated August 18, 1855.

4 N.S.P. June 1855. p126.

5 C.C.Ed. loc.cit.

at the Titchfield National Schools in 1847. Rev. Moseley detected a brightness about the children which he associated with good teaching, and found what he took to be the explanation in a little book, published by the master, entitled "Multum in Parvo, or Information on Common Things".¹ Perhaps this book had something in common with Dawes' conversational lectures.

The teaching at Greene's School, Farnborough, equally transcended the "3Rs" and pre-dated Dawes' experiments. The school was first opened in November, 1820.² Several interesting acquisitions are recorded in the extant financial accounts.³ In 1840 a Latin grammar, Wood's Etymology and an orrery were acquired. Perhaps the most interesting items, suggesting an experimental approach, are the surveying instruments, parallel rulers, compasses and quadrant which were added to the school's possessions in 1847.⁴ By 1850 a steam engine had been added to the list.⁵

Some mention must be made here of John Pounds and his school in Portsmouth, whose influence is usually regarded as being the origin of the Ragged School Movement.⁶ Unfortunately no primary evidence

1 C.C.Ed. 1847. Tabulated Reports, Church Schools, Southern District.

2 Admission Register. Vestry, St. John's Church, Cove.

3 Vestry, St. John's Church, Cove.

4 Accounts, 1847.

5 loc.cit. 1850.

6 Cf. Jayne, R.E. The Story of John Pounds. Epworth Press, 1925. p121.

seems to have survived. He started his school some time about 1817,¹ and into his workshop, aviary and menagerie he is reputed to have crowded as many as forty children at a time.²

One of his favourite methods of educating the poor children of Portsmouth, in which he can be regarded as something of a pioneer, was the nature ramble and open air school. It was his practice to take the children up Portsdown Hill³ and teach them, among other things, spelling, botany and religion in a judicious mixture. (see Appendix. VIII. F.)

Working Schools

Several Hampshire schools had "working departments"(to be distinguished from the needlework which was a common part of the curriculum in most girls' schools) whereby the schools gained a useful addition to their funds and the children clothing at reduced cost. At the Winchester Central School, for example, all parents with children in the school could purchase shirts and other articles at half the lowest price for work in the printed list once they had paid for the materials.⁴ Among the accomplishments encouraged in Hampshire

1 Jayne, R.E. op.cit. p45.

2 op.cit. p53.

3 op.cit. p66.

4 Rules and Resolutions of Ladies' Committee. February II, 1814.

were needlework of many kinds, spinning, house-care, knitting stockings, straw-plaiting and gardening.

Frederic Iremonger, the first General Visitor of the Hampshire Society, was an advocate of "useful industry", especially for girls, and had visited working schools in Hampshire and other parts of the country.¹ In his book he suggested a plan to be copied which was essentially that followed at Winchester. (see Appendix VIII. G.) Here work was taken in at prices which ranged from two shillings for the trimming of a fine shirt to a farthing per letter or figure on articles which had been sent in for marking. A prodigious list of articles was made in 1828, to take but one example, and it was much the same in other years. (Appendix VIII. G.) The productions in that year ranged from pocket handkerchiefs and wristbands to shirts and pillow cases, and enabled £14-15-0 to be funded in the school's favour.² The periodic sale of clothing was linked with a Savings Club. Similar arrangements were also made at Greene's School, Farnborough,³ and at the Portsea Lancasterian Institution.⁴ By 1824 the Winchester Central School began to share its experience with other schools. In that year permission was granted for the girls of Twyford School to attend the Central School to be "perfected in the

1 Iremonger, F. Suggestions. p143. e.g. Chatham, Durham, York, Kendal.

2 H.S.R. 1829. p17. Accounts, January 1828-January 1829.

3 Accounts, 1847.

4 Annual Reports 1813-1850.

art of knitting worsted."¹

At the Romsey Working School great attention was paid to home-care,² and in particular to cleaning, lighting fires and polishing furniture. Spinning was also taught here and the money thus earned was given to the children to take to their parents. At Kingston Cross also home-care was the major, and perhaps only, concern. In 1847 it was described as "a school of industry, the extreme cleanliness of which and the bright array of pots and pans, bear testimony to the good housewifery of the mistress, but in which learning appears to have no place."³

At Bentley spinning and carding were taught. An inventory of articles left in the school-house, dated August 1810, itemises spinning wheels for wool and linen, a carding bench, the parish apprentices' book and a quantity of boys' and girls' clothing.⁴ (see Appendix. VIII. G.) Chawton National School was regarded as a "really useful school" in 1849, partly because scriptural and secular instruction were "very discreetly blended", but perhaps equally so because straw plait was manufactured there and because 30 of the girls were clothed in red cloaks which they had made themselves.⁵

1 H.S.M. April 6, 1824.

2 Iremonger, F. Suggestions. p152.

3 C.C.Ed. 1847. Church Schools, Southern District, Tabulated Reports.

4 Inventory. 7th August, 1810. Hampshire Record Office.

5 C.C.Ed. 1848/50. Vol.II. Tabulated Reports.

Work for boys was not neglected. The managers of the Winchester Central Schools were no less assiduous in providing them with work. In 1813 the boys were first instructed in knitting stockings.¹ By 1816 it was decided to add net-making and glove-making to their accomplishments.² The next year a Charlotte Dunn was sent to the Milford National School to be taught glove-knitting and began instructing two boys in the art in March.³ In the same year weaving was also introduced into the boys' school.⁴

In 1825 it was reported by the Hampshire Society that at Beech House (Bransgore) the boys had a piece of ground for a garden "to encourage them in works of industry",⁵ and in the same year straw-plait was introduced into the boys' school at Upton Grey.⁶

Other examples of working schools were at Liss Parochial School, where the profits from the children's work are itemised in the extant accounts,⁷ at Landport Wesleyan School, where the half-cost clothing plan provided the classes with a succession of "useful
8
employment" and at the Portsea Lancasterian Institution. In the latter

¹ H.S.M. May 7, 1813.

² H.S.M. October 31, 1816.

³ H.S.M. March 6, 1817.

⁴ H.S.M. February 20, 1817.

⁵ H.S.R. 1825.

⁶ *ibid.*

⁷ Accounts, 1830. Hampshire Record Office.

⁸ B.&F.S.S. 1866.

case knitting was introduced in a small way into the girls' school in 1817.¹ By 1820 the articles made and sold included frocks, boys' shirts and infants' bed-gowns.²

In the case of the girls' working schools the skills acquired have obvious future use, especially in the home. This applies less to the boys, whose skills would perhaps not be of such immediate practical use, except in a recreational sense. Industry was perhaps introduced in their case out of a conviction of the disciplinary and moral value of manual labour.

Punishments and Rewards

The Reports of the Committee of Council often refer to the standard of discipline in the schools, but seldom indicate how it was maintained. The means, therefore, must be culled from such log-books and managers' minutes as have survived.

Children were required to observe many rules, some of which were aimed at improving their moral character in general as well as at encouraging good behaviour in school. (see Appendix. VIII. H.) For example, at the Portsea Lancasterian Institution the children

¹ Annual Report. 1817. p43.

² op.cit. 1820. p9.

were urged, among other things, to be kind to all men and never to mock lame or deformed persons.¹

Rev. H. Brookfield, on his inspection of East Boldre School in 1849, noted that the children were orderly and very silent, but went on to observe that, " the excessive shrinking and timidity of the children (apprentices and all) suggest a suspicion that the discipline which has produced this commendable order may have been enforced somewhat too stringently".² However, that corporal punishment was not the only means of maintaining discipline is clear from the practices in a number of other Hampshire schools. A hierarchy of offences was established in several places and a corresponding range of sanctions applied, which included detention, ridicule or humiliation and eventual expulsion. In a number of cases a system of rewards of various kinds was employed to induce good behaviour and higher attainment.

So far as can be determined, in the better schools, the cane tended to be reserved for the graver moral offences rather than matters of routine discipline. Rev. W. Gilpin decreed for his foundation at Boldre in 1803, " I would have nothing punished corporally, but lying, swearing, stealing, talking obscenely, or

¹ Annual Report. 1817. p46.

² C.C.Ed. 1848/50. Vol. II. January 10, 1849.

other immorality".¹ At Churcher's College, Petersfield, corporal punishment was seldom used. Sanctions were applied by means of extra lessons, such as mental arithmetic and geography, or extra written work.²

The use of the cane, however, can be inferred when the master of St. Peter's National School, Farnborough, refers to the boys being punished severely. An entry which appeared quite frequently in the log.³ At Fareham the master was described as a "mere stick" in 1831.⁴ At the Winchester Boys' Central School public flogging was used for grave cases,⁵ but was expressly forbidden in the girls' school. The mistress of the girls' school threatened to resign in September 1844 unless she could cane the girls, and was informed that it was contrary to the fundamental rules of the school.⁶ The managers no doubt recommended an alternative such as detention, for they had previously determined that an offence such as absence from prayers should be punished by detention, with a task to complete. However, the cane continued to be used in the boys' school. In 1859 the three male pupil-teachers were brought before the managers and

1 Will. April 23, 1803. Hampshire Record Office.

2 S.I.C. Digest. Vol XI. 1868. p340.

3 Log. 1866-70.

4 Hampshire Society, Secretary's Note-Book. September 14, 1831.
"The master is a mere stick".

5 H.S.M. March 20, 1821. "Wheeler flogged for overcharging on parcel delivery."

6 H.S.M. September 3, 1844. Letter July 14, 1845 from Mrs Simmonds apologising for use of cane to girls.

warned not to inflict corporal punishment upon their charges.¹ Lest we feel that a public flogging is a harsh punishment it is as well to reflect that youths could be imprisoned for stealing at this time. On March 1, 1836 one boy, Henry Pocock, was officially expelled from the Central School having been imprisoned for stealing turnips.²

Humiliation or even physical discomfort were also employed as disciplinary measures. What were known as "badges of disgrace" were used for a variety of offences. At the Winchester Central School, for idleness or talking in school, the child had a black ribbon with the fault marked upon it tied round the head, and was made to stand on a form until pardoned. A similar badge was worn for inattention.³ On May 17, 1825 a boy named Gradidge had to wear a badge emblazoned with the word "Thief" for one week, for stealing a knife and some money from the pocket of a school-fellow.⁴ Similar marks of disgrace were used at Mrs. Cook's School, Farnborough.⁵

Several kinds of rewards were used to induce good behaviour. At the Portsea Lancasterian Institution the prizes, which were awarded periodically and on leaving the school with a satisfactory record,⁶ consisted of books, clothing, and what the committee

1 H.S.M. November 15, 1859.

2 op.cit. March 1, 1836.

3 Iremonger, F. Suggestions. p143.

4 H.S.M. May 17, 1825.

5 Bourne, G. William Smith, Potter and Farmer. p146.

6 Annual Report, 1812. p5.

described as "articles of amusement".¹ The latter were unfortunately not specified. One of the books chosen for the girls was "Farmer Trueman's Advice to his Daughter".² Clothing was sometimes given to the girls as prizes out of the profits of the working school.³ For example, in 1824 84 "useful" prizes, including a dozen cloaks, and 40 flannel petticoats were presented at Christmas to deserving girls.⁴ An interesting reward in this connection was the selection, in 1862, of felt hats for twelve boys of St. Thomas's National School, Winchester, for good behaviour and attendance.⁵ Books were used as rewards at Greene's School, Farnborough,⁶ and at the Winchester Central Schools,⁷ especially Bibles and Testaments.

At the Titchfield National Schools a curious blend of coercion and reward was used. A black list of offenders was posted in the school-rooms and a black book, based on this, kept by the minister for the inspection of subscribers.⁸ Rewards were also given at Midsummer and Christmas for regular attendance and for attainment based on the results of the weekly examinations. An "Improvement Register", showing the position of each scholar week by week, was put

1 Annual Report, 1812. p5.

2 op.cit. 1822. p15.

3 op.cit. 1827. p12.

4 op.cit. 1824. p14.

5 Log. December 8, 1862. Hampshire Record Office.

6 Accounts 1820-1864.

7 H.S.M. 1825-65.

8 Annual Report, 1847. Hampshire Record Office.

up in the school-rooms, and the names of all those rewarded were entered in the school's annual report. (see Appendix VIII. H.)

A system of reward tickets, with cash or numerical values, redeemable in various ways, was used in two notable cases; the Portsea Lancasterian Institution and the Winchester Central Girls' School. At Portsea¹ the reward tickets were redeemed from time to time by gifts of books, while at Winchester a form of provident fund was operated.² In the latter instance it was decided in 1813 that accumulated tickets should be funded and left in the hands of the Committee until the child left school, unless the money was urgently needed for clothing. The only cash payment would be 1d at each quarterly settlement, if the tickets amounted to 6d in value. They had previously been paid in full.³ The tickets varied in value from 1d to 3d, depending upon the pupil's status and function. The monitors, for example, gained 3d per week and the assistant teachers of reading $\frac{1}{2}$ d, if they were attentive to their duties. (see Appendix. VIII. H.)

Black tickets were used as a punishment and were deducted from the accumulated rewards, if any. The system was clearly popular, so popular in fact that by 1843 rewards for the first two places in class

1 Annual Report. 1819. p6.

2 H.S.L.C. July 23, 1813.

3 Iremonger, F. Suggestions. p143.

had to be abandoned as the teacher was being bribed for her favours.¹ Cash inducement established itself firmly at the Central School. In 1870 the managers passed a resolution to award a prize of two shillings out of the government grant to any girl who passed the 7th Standard.²

The threat of expulsion was, of course, the final sanction, especially where instruction was free. Bad attendance or disorderly conduct, or the frequent repetition of minor offences, was the most common cause of such action. At Portsea in 1820 five boys were expelled during the year for disorderly conduct and twelve girls were similarly dealt with for non-attendance.³ At the Winchester Central Schools expulsions were not uncommon, and parents were warned not to enter the schools with complaints, on pain of the expulsion of their children.⁴

One girl, who received stolen goods and re-sold them, brought down upon herself almost the whole panoply of sanctions. She forfeited her merit tickets and the Free School clothing to which she had been entitled, her name was entered in the Black Book and she was made to wear a badge of disgrace for one month.⁵ The interesting facet of this case is that she was not expelled " in consideration of the bad

1 H.S.L.C. January 2, 1843.

2 H.S.M. (St. Mary's Central Girls' and Infants' School) April 1, 1870.

3 Annual Report. 1820.

4 H.S.L.C. July 27, 1814.

5 op.cit. March 11, 1821.

character of her mother". This view of parental responsibility indicates that the Hampshire Society considered education a co-operative process between the home and the school. When the children were summoned before the committee the parents were frequently required to accompany them.¹ A similar rule was made for the Portsea Lancasterian Institution.²

The Hampshire Society did not consider that its interest in the children should cease with their leaving the schools. A resolution was passed in 1813 that the employers of those who had left to be apprenticed or to go into service should attend the committee every December to give an account of their characters.³ If the report was satisfactory book prizes were given, such as the Bible, or the Young Man's or Young Woman's Monitor; the books increasing in value according to the number of years service completed. On conclusion of the apprenticeship the Committee was prepared to give written testimonials to those of whom they approved.

The Introduction of the Revised Code

Several inspectors of Hampshire schools concur regarding the good and bad effects of the introduction of the Revised Code on the

1 H.S.M. 1825/65.

2 Annual Report. 1817. p46.

3 H.S.M. August 12, 1813.

content of the curriculum and on teaching methods.¹ The effects of the code on Infant Schools were almost entirely beneficial, as a result of the requirement of a separate certificated teacher where the infant class exceeded 40 in number.² Before this the infant class attached to a mixed school had often been a group of ill-taught and ill-disciplined children. Now they were becoming, in many places, the nucleus of a separate school to be managed by a teacher specially trained for the work.

As for the children's attainments, a high percentage could be made to pass in the "basic" subjects. Of 8,192 day scholars in Church of England Schools in Hampshire and Wiltshire examined in 1864 89% passed in reading, 88% in writing and 78% in arithmetic, though the attainments of the evening scholars were a little less encouraging. Of 627 scholars 90% passed in reading, 82% in writing but only 77% in arithmetic.³ Indeed, a recurrent theme of the reports is the comparative lack of success in arithmetic in schools in general, and in girls' schools in particular.⁴ The percentage of passes in the basic subjects in Church Schools in Hampshire, however, remained somewhat the same throughout the period.⁵ On the

1 C.C.Ed. 1864 p118; 1864/65 p198; 1865 p225; 1865 p245.

2 C.C.Ed. 1865 p247.

3 C.C.Ed. 1864. p118.

4 C.C.Ed. 1865. p224.

5 C.C.Ed. 1870/71. p613. Berks,Hants,Oxon,Surrey,Wilts. 9,311 children examined. 82% passed in reading, 85% in writing & spelling, and 81% in arithmetic.

other hand certain subjects, and indeed certain scholars, became unremunerative. By 1864 grammar, geography and history were falling into decay as in many cases they were being comparatively neglected for the more "profitable" 3Rs, nor had the inspectors time to lay great stress upon them.¹

In Rev. C.H. Alderson's view,² the examination under the Revised Code was a very good test of a bad school and a very indifferent one of a good school in that it readily detected ill-digested knowledge but was, at the same time, too mechanical and inelastic a means of appraisal to be an adequate test of a conscientious teacher.³ The principle of the code to require a minimum standard left the teacher to touch on what else he pleased, and the less conscientious "thinks he has done quite enough when he offers the State its pound of flesh in the shape of so much reading, writing and ciphering".⁴

One conclusion is therefore that the Revised Code was a valuable stimulus to higher attainment in the elements of instruction, but that equally, in the early years of its operation, its effect on the content of the curriculum and teaching method was partly deleterious.

1 C.C.Ed. 1864/65. p198. British Schools.

2 C.C.Ed. 1865 p247. British Schools in Eastern & Metropolitan District.

3 *ibid.*

4 *ibid.*

CHAPTER TEN

The TeachersI. Training of Teachers.

" Our ordinary teachers have very little sense of how much is entrusted to them, and therefore if a school is to be of real value, except in very rare instances, there must be constantly at hand the unbought services of some one, either clergyman, esquire, or member of their families, who, keeping the most important ends constantly in view, will be capable, both by education and intelligence, to give that counsel, and infuse that spirit which cannot be looked for from our present race of teachers."¹

Until the establishment of the Winchester Diocesan Training School for masters in 1840, such organised training as teachers received within the county was undertaken by the Winchester Model School, the central school of the Hampshire Society for the Education of the Infant Poor in the Principles of the Church of England, which was established in December, 1811.²

¹ C.C.Ed. 1843/44. p42.

² H.S.M. December 17, 1811.

At Winchester the trainees observed Dr. Bell's plan in operation and had their board and lodging expenses defrayed by the committee at the rate of twelve shillings per week. Teachers came from all parts of the county and stayed, on average, for three weeks, " in which time it is presumed if the persons are competent to the appointment, they may acquire sufficient knowledge of the method to be pursued in the conduct and management of a school on Dr. Bell's plan of Education."¹ Trainees could stay longer, but only at the expense of those who sent them. This rule was, however, relaxed in December 1812 and trainees were allowed one month's stay in Winchester.² Similar arrangements were made early in the following year for monitors sent for training.³

The qualifications for attendance were of a moral rather than an intellectual nature; the principal requirements being irreproachable moral conduct, and a testimonial from the incumbent and churchwardens of the parish sponsoring the trainee that the candidate was a member of the Church of England.⁴

Dr. Bell's plan appears to have been followed thoroughly in the Central Schools. A copy of Bell's instructions was given to each

1 H.S.M. November 18, 1812.

2 op.cit. December 12, 1812.

3 op.cit. March 11, 1813.

4 op.cit. December 17, 1811.

teacher,¹ and Dr. Frederic Iremonger refers in his book to "rigid adherence to all parts of the system".²

It is interesting that the school was first organised by a Mr. Mills, who was educated at the Barrington School, Bishop Auckland, a notable monitorial school. Mills had at the time just completed a similar organisation at Exeter.³ Moreover, the next master, a Mr. Arlett, was sent to London at the Hampshire Society's expense and "perfected himself in the System at the best schools there."⁴ It seems to have been the practice of the Society to require the master to keep up with any developments in the System. Arrangements were made in 1824 for Mr. Webb, Arlett's successor, to revisit Baldwins Gardens after an absence of three or four years.⁵ Doubtless a similar efficiency was required of the mistress but there are no specific references thereto in the records.

The Society also made arrangements for practising teachers to assist in the re-organisation of other schools. In October 1815 a mistress from Fareham and a master from Portsmouth were sent for a month to re-organise the Corhampton School.⁶

1 H.S.M. October 7, 1813.

2 Iremonger, F. Suggestions. p17.

3 *ibid.*

4 H.S.M. August 12, 1813.

5 *op.cit.* April 6, 1824.

6 *op.cit.* October 5, 1815.

The Hampshire Society continued to undertake the training of teachers and to make grants to new schools in the diocese until 1841, when these functions were handed over to its successor, the Diocesan Board of Education.¹ The Society thereafter confined its activities to the management of the Central Schools, which continued to be used as model schools.²

The efficacy of such training can only be conjectured. Suffice it to say that it called forth the following stricture from Rev. John Allen, H.M.I., in 1845. "The necessities of past times familiarised people to the notion that a few weeks' attendance at an organised school, where what was called the "National system" might be learned, was sufficient to transmute a decayed tradesman, with some knowledge of writing and accounts, into a National schoolmaster."³

The last reference to a master being trained for a particular school is the case of Lymington which appears in the minutes for September 3, 1844. In 1845 and 1846 individuals are mentioned, but not their schools, and thereafter all references to the teachers cease. The extant minutes of the Central Schools end in October, 1865. A list of places with schools whose teachers, at

1 H.S.M. January 12, 1841.

2 H.S.M. July 7, 1840.

3 C.C.Ed. 1845. p62. Church Schools.

some time, attended the Central National Schools for instruction between 1812 and 1844 is given in the appendix. (IX. I.) Several more teachers' names appear in the minute-books but their schools are not mentioned. It is reported in the National Society's Annual Report for 1834 that a total of 266 teachers, 121 masters and 145 mistresses, had been trained by the Hampshire Society since 1812.¹ As only 124 teachers are accounted for in the minutes of the Central Schools for the period up to 1844 it is possible that the Hampshire Society had trained about 400 teachers in this time.

With the establishment of the Winchester Diocesan Training School for Masters in August 1840² teacher-training was placed on a sounder footing and attention directed, more specifically, to the general education of the teacher, a point which had been somewhat overlooked by the instruction at the Central School with its concentration on class management and the operation of the "System". The report of the Diocesan Board, published in 1847, quotes the view of Rev. John Allen, H.M.I., that " the effects of our Training Schools are being distinctly felt, in the rise which has taken place in the attainments, qualifications and character of our teachers."³

A special report on the Winchester Training School was made by the Committee of Council in 1852.⁴ In the period since its opening in

¹ N.S. 1834. p64.

² Diocesan Board. 7th Report. 1847. p3.

³ *ibid.*

⁴ C.C.Ed. 1852. Vol. I. p372.

1840 the school had sent out 115 masters, but not all of these would have attended for the full three years. Indeed, the average time of residence for those masters who left in 1851 had been only one year and ten months. Mistresses were trained for service in Hampshire at the Salisbury Diocesan Training School, which was opened in January, 1840.¹ The Training Schools in the dioceses of Winchester and Salisbury were common to both. 25 mistresses were prepared for work in the Winchester diocese up to 1847, of whom 14 were still teaching in that year. There were also 29 pupil-mistresses in training at the time.²

These measures would go some way towards supplying the need for trained teachers, but clearly they did not go far enough, as the Diocesan Board admitted in reference to the Winchester Training School. "The Training School has hitherto been unable to supply masters equal to the demand, a defect it shares in common with other Training Schools."³

The syllabus at the Winchester Training School had a strongly catechetical basis and all students were expected to be conversant with the Gospels and Acts, the liturgy of the Morning Service and the

1 Diocesan Board. 1st Report. December 16, 1840. p10.

2 Diocesan Board. 7th Report. 1847. p3.

3 op.cit. p4.

Catechism, to which was added the Geography of Europe and America, English History up to the reign of Queen Elizabeth, Ecclesiastical History, English grammar and parsing, Arithmetic, Latin and Music, apart from purely professional training.¹ At Salisbury the instruction was much the same, except that Latin was omitted, and a degree of prominence granted to needlework and knitting.²

The time-table at Winchester was well ordered, if not crowded, and involved a good degree of attendance at church and practice in psalmody and music. (see Appendix. IX. II.) Practical teaching was done at the Central School and in the various parochial schools in Winchester.³

Such instruction must have improved the intellectual level and general professional competence of a number of teachers and would condition them to hard work. However, this mode of training came in for some pointed criticism on the grounds that much of it was routine and mechanical and that the teachers would never be required to teach much that they were compelled to learn;⁴ that too much was demanded of memory and too little attention paid to discipline of the mind. This criticism could be levelled at many examinations, while the general

1 Diocesan Board. 7th Report. 1847. p3.

2 *ibid.*

3 H.S.M. July II, 1856.

4 C.C.Ed. 1859/60. p404 & N.C. Vol. I. p135.

education of the teacher is in any case a worthy end in itself.

Teachers in Hampshire Church Schools, 1846.^I

Gratuitous Teachers in Sunday Schools : 337 Men 580 Women
 Paid Teachers in Day Schools : 168 Masters 417 Mistresses
 Assistants : 8 Assistant Masters 16 Assistant Mistresses
 Paid Monitors : 53 Male 73 Female

Several Church Schools in the county had apprenticed pupil-teachers, and a number of these would doubtless find their way in time to the Diocesan Training School. In 1848 there were 95, 50 boys and 45 girls, in 35 Church Schools.² This compares with the 13 pupil-teachers in five Berkshire schools and the 64 in 22 Wiltshire schools which were inspected at the same time.³ Such training could only ultimately result in a better class of teacher in the elementary schools, although it was observed that not all the teachers with apprentices under their care were doing all they could for the education of their charges. As regards secular instruction it was said that a large number of the teachers in the district⁴ scarcely

I N.S.I. 1846. Co. of Southampton.

2 C.C.Ed. 1848/49. p20.

3 ibid.

4 Berkshire, Hampshire, Wiltshire.

attained the standard required of them at the beginning of each year of the apprenticeship of their pupil-teachers.¹ Marked exceptions were the schools at Old Alresford, King's Somborne, Portsea All Saints, and the Winchester Central School.² Nonetheless those schools with pupil-teachers did rank among the best in the county at the time.³ By 1850 the number of pupil-teachers in Hampshire Church Schools had increased to 126.⁴

However, the Revised Code seems to have inhibited this development. In 1864 the view was expressed that soon few schools would have apprentices unless they were compelled to do so by having an average attendance of more than 90 children.⁵ This view was reinforced by another inspector in 1865.⁶ Payment by Results, it was said, achieved the practical abolition of pupil-teachers in schools containing between 50 and 90 children, a class which included 55% of all the schools in Hampshire and the Isle of Wight.⁷

British Schools

The British and Foreign School Society also provided teachers for service in Hampshire, though on a less extensive scale than the

1 C.C.Ed. 1848/49. p23.

2 op.cit. p22.

3 op.cit. p20.

4 C.C.Ed. 1850. p376.

5 C.C.Ed. 1864. p121.

6 C.C.Ed. 1865. p229.

7 ibid.

National Society. Approximately 75 schools were conducted in Hampshire during the period,¹ whose teachers were in some cases provided by the parent institution in London. Examples are the cases of the Portsea Lancasterian Institution in 1812, to which the master was sent by Lancaster himself,² of Southampton, whose master was provided by the Society in 1829,³ and of Alton in 1865, whose master was appointed on the Society's recommendation.⁴ Similarly, when it was decided to extend the Portsea School and educate 80 girls in addition, a "suitable person" was sent in 1814 for instruction at the parent institution.⁵ Unfortunately the material for compiling a comprehensive list of teachers does not appear to have survived.

A somewhat similar plan to that of the Hampshire Society was followed by the British and Foreign with regard to the Southampton Royal Lancasterian School in 1832, in that it became a central school for the district.⁶ One of the institution's trainees was the master of Lymington British School, who was inspected by the Society in 1835, and of whom it was remarked that he had never seen the Central School in London and appeared unacquainted with the system, "excepting from the

1 B.&F.S.S. 1897. p312.

2 Annual Report. 1813. p3.

3 B.&F.S.S. 1832. p57.

4 B.&F.S.S. 1865. p49.

5 Annual Report. Portsea. 1814. p10.

6 B.&F.S.S. 1832. p57.

information he has gained from the Manual and a stay of two or three weeks at the Southampton school."¹

The only definitive list of teachers trained at the Borough Road and Stockwell Training Schools relevant to the present study is of those who left in December 1870. Three men and one woman came to serve in Hampshire; the masters at Odiham, Stockbridge and Totton, and the mistress at Romsey.²

The procuring of suitable teachers was no less a problem for the British and Foreign School Society than for the National Society, and in this connection the action of the Revised Code was at first feared as a disincentive. By 1864 an unusually large number of teachers had left the Southern District.³ Generally speaking, the Revised Code did not prove as disastrous as was feared, though the decline in the number of pupil-teachers was felt particularly in the larger schools.⁴ The Minute of March 1863, by doing away with the Queen's Scholarships, had necessitated a charge for admission to the Training College.⁵

About mid-century it is possible to gauge the effect of the Training Schools by the steadily increasing number of certificated

1 B.&.F.S.S. 1835. p58.

2 B.&.F.S.S. 1871. p15.

3 B.&.F.S.S. 1864. p9.

4 *ibid.*

5 *op.cit.* p17.

teachers in service in Hampshire. The Church Schools had 18 certificated teachers in service in 1848,¹ 21 in 1850,² and 57 in 1853.³ Though it is clear that certificated teachers formed little more than a nucleus of talent, even in inspected schools. In 1850, for example, 81 Hampshire Church Schools had been inspected, but only 21 of these, 13 boys' schools and 8 girls' schools, had the advantage of being under the care of a certificated teacher.⁴ Moreover, the British Schools in Hampshire had only five certificated teachers in 1853, while the Catholic Schools had none.⁵ The decade 1850 to 1860 was perhaps the turning point, for by 1870 a frequent stipulation of the inspectors was the appointment of a certificated teacher as a condition of being regarded as efficient.⁶

II. Teachers' Salaries

Teachers' salaries were subject to several variables. In advising would-be promoters of Church Schools Dr. Frederic Iremonger, in 1813,⁷ stated that no regular sum could be fixed as salaries must

1 C.C.Ed. 1848/49. p24.

2 C.C.Ed. 1850. p376.

3 C.C.Ed. 1853/54 p319.

4 loc.cit. 1850.

5 loc.cit. 1853/54.

6 Ed. 2/194-205.

7 Iremonger, F. Suggestions. p248.

depend on the state of the funds, the merits of the master, the hours the teacher worked, and other local circumstances.¹ Promoters were advised to offer a sum within the means of the school, accompanied by a promise of some addition at the end of the year if funds permitted and the state of the school was approved.

The comparatively low remuneration offered to teachers was often cited, in the government records of the period, as a barrier to the recruitment of worthy personnel. "The scanty salaries that are offered to masters and mistresses meet one at every turn in the endeavour to put things on a better footing; but, as soon as it is felt by the owners of property in this country that the wages of one who is fit to teach the children of the poor ought not to fall below those paid to a humble mechanic, this blot on the face of our social condition will be got rid of."² In 1841 Rev. John Allen, H.M.I. stated that he had encountered masters in the southern district who earned less than a shilling a day.³ It came as no surprise to him that many deserted the schools for more profitable employment as clerks and book-keepers.⁴

In 1852 it is recorded that the salaries of none of the thirteen masters who had left the Winchester Diocesan Training School

¹ Iremonger, F. Suggestions. p248.

² C.C.Ed. 1843/44. p42. Church Schools.

³ C.C.Ed. 1841/42. p280. Church Schools.

⁴ *ibid.*

in that year exceeded £50 and a house, while one had only £35 and no teacher's house. The inspectors were informed that no higher salaries than these could be provided in a large proportion of the schools in the dioceses of Salisbury and Winchester.¹

Judging by salary levels inflation does not appear to have been a great problem in the 19th century as teachers' salaries remained relatively stable in any particular school. Indeed, the managers or trustees often regarded the annual stipend as a fixed item, incentives being provided by other means. Of great interest in this connection are the provisions in the codicil to Rev. William Gilpin's will, made in 1803, regarding his foundation at Boldre.² The master was to have a yearly salary of £24 and the mistress £12, both being paid half-yearly. A proviso was then added directing, " that my Trustees shall make such an annual increase of the salaries of the Master and Mistress of the schools at Boldre as they shall, in their consciences, judge necessary, in consequence of the decrease in the value of money, to keep up the said salaries equal in value to the original appointment, and no more".³ No person in holy orders was eligible as master, nor could the teacher have any other employment, unless it was in the

1 C.C.Ed. 1852. Vol. II. p372.

2 Codicil of the Will of the late Rev. W.Gilpin, M.A. respecting the foundation of Boldre School. T.Cadell & W.Davies, Strand. 1804.

3 *ibid.*

evening after school hours. The curriculum, however, gave the master an opportunity to augment his income for, " when a parent, however, wishes to have his girl to learn to write, for a small gratuity to the Master, he may have her instructed out of school hours, but there is no provision made in the school for her instruction."¹

Wide variations in salaries occurred even in the same parish. At Beaulieu in 1846 one mistress was being paid £40 a year for teaching 65 girls on weekdays and Sundays, while another taught 36 infants on weekdays only for £5 a year, and yet another taught a still smaller infants' school for £10 a year.² In the former case, moreover, the mistress was assisted by three paid monitors and two adults who gave their services without payment. These were all Church Schools, but the two infants' schools were not regularly united with the National Society.

Women were paid roughly a half to two-thirds of a man's salary, but in other respects the conditions appear to have been broadly similar. A consideration of the basic salaries, however, gives but a rough idea of the actual remuneration of the teacher. In the opinion of the Select Committee on the Education of the Lower Orders in 1818³ the schoolmaster's salary ought not to exceed £24 a year, but

¹ Gilpin, W. op.cit.

² N.S.I. 1846. Co. of Southampton.

³ P.I. 1818. First Report. 3 June, 1818. p5.

he ought to be allowed the benefits of fee-paying scholars and the occupation of his leisure hours in other, presumably lucrative, pursuits. By mid-century ideas had changed a little and the British and Foreign School Society calculated that a reasonable salary for a young man would be between £60 and £90 a year, and for a young woman, between £40 and £50. It was also felt that salaries should depend in some degree on success.¹

Apart from the augmentations of salary which could be gained under the pupil-teacher system, one fairly common method of increasing salaries towards the end of the period was the allocation to the teacher of a portion of the Government Grant, usually between a third and a fifth. At St. Thomas's National School, Winchester, in 1856, a third of the grant for girls and infants in each year was to be paid to the school-mistress, "it being understood that these portions of grants be paid in lieu of all claim for Augmentation or for instruction to Pupil Teachers."² A similar arrangement was made regarding the schoolmaster. Other cases of similar arrangements can be cited.³ By these means some attempt was made to link salaries and efficiency, and it is notable that this had become practice in some places before the operation of the Revised Code.

¹ The Catholic School. No.2. October, 1848. p23. Comment on work of B.&.F.S.S.

² Minutes of Managers' Meetings. Oct 7, 1856. December, 1863. H.R.O.

³ Winchester Central Schools. H.S.M. Sept 2, 1864.

Farnborough N.S. Managers' Minutes. July 3, 1870.

Gratuities and benefactions were other means of increasing salaries or of showing approbation. In the minutes of the Winchester Central School for 1843 the usual benefaction of £15 from a City Charity is mentioned as an added inducement to the new school-master.¹ It was also common here to pay the master and mistress an annual gratuity of £5 if funds allowed.² Similarly, at the Portsmouth Lancasterian Institution, the mistress's annual stipend of £40 was usually augmented by a gratuity of £10-10-0.³ This was first paid in 1817 and is mentioned annually in the accounts until 1838, when her salary was fixed at £51-10-0, without gratuity, an increase of £1 considering her real income over the period. By comparison the master had a fixed salary of £80 from the school's foundation in 1812,⁴ with the occasional £10-10-0 gratuity,⁵ for taking charge of about 250 boys. The girls' school varied between about 80 and 120 on roll.

A furnished house, rent free, or payment in lieu of this, was often an additional incentive.⁶ Boarding pupils and fee-payers could also be accommodated in some cases, as at East Titherley and Lockerly.⁷ Private coaching might be available. The master of Horndean Church of

¹ H.S.M. October 29, 1843.

² H.S.M. May 13, 1814.

³ Portsea. Annual Reports 1813-1850.

⁴ Annual Report. 1815. p23.

⁵ Annual Report. 1831. p7.

⁶ Iremonger, F. Suggestions. p13.

⁷ Ch.Comm.R. 14th. p542. MS. 316. 1825.

England School in 1860 received an additional £7 a year for teaching music privately for $9\frac{1}{2}$ hours a week.¹ The master might also teach at the Evening School.² At Abbot's Ann the Evening School, held during the winter months, added £3 or £4 to the master's annual stipend of £54.³ Other smaller increments could be useful, such as an allowance of coal,⁴ or the master could act also as caretaker.⁵

Teachers also had subsidiary occupations of several kinds which could make an appreciable difference to their income. The master of Basing National School was, in 1862, deputy overseer of the parish,⁶ for which he received £15, and also church organist, which added a further £10 a year to his stipend of £70. The master of Chilbolton National School⁷ in 1857 did land-measuring in his leisure hours for about £3 a year. At the same school in 1864⁸ the master was also the parish clerk, while the mistress occupied her leisure time with occasional straw bonnet work.

The higher salaries were to be gained, on the whole, in the urban schools. Amongst these the British Schools seem prominent, though they were fewer in number than the National Schools. Reference

1 Ed.7/38. 21/2/60.

2 op.cit. Abbot's Ann 1847; Ampfield 1865.

3 ibid.

4 Ch.Comm.R. 14th. p542. MS. 316. 1825. a cauldron of coals.

Ed.7/38. East Meon. N.S. 19/8/1853. Four tons of coal to master & mistress - man and wife.

5 St. Peter Cheesehill, Winchester. 1847. Salary receipt. H.R.O.
"£1 for care of school and yards for 1 year."

6 Ed.7/38. 7 ibid. 1/6/57 8 ibid. 21/9/64.

has already been made to the stipend of the teachers at the Portsmouth school. At the Basingstoke British School a basic salary of £90 was offered in 1840.¹ Although the master was well qualified, having had three years' experience at the Norwood School of Industry, being trained at the Glasgow Normal Seminary, and personally recommended by Mr. Stow and Dr. Kay,² this school was not in an exceptionally sound financial condition. The pattern, however, is not unbroken and the relatively high salary of £70 a year was paid at the Farnborough National School.³ Nor was there a standard method of paying salaries. Some were paid monthly,⁴ others quarterly,⁵ yet others half-yearly,⁶ and some even annually.⁷

AVERAGE SALARIES IN 1855

Although variations in salary hold more interest than mere averages it is interesting to note the average salaries, calculated by the Privy Council,⁸ of teachers in inspected elementary schools conducted by the various religious bodies.

1 Managers' Minutes. December 9, 1840. H.R.O.

2 op.cit. December 9, 1840 & August 23, 1841.

3 Managers' Minutes. May 28, 1870.

4 St. Peter Cheesehill, Winchester. Receipt. February 7, 1846. H.R.O.

5 Iremonger, F. op. cit. Central School.

6 Liss, Weston. Receipt 27 August, 1859. £8 " being half a year's salary". H.R.O.

7 Blendworth Free School. December 24, 1802. School Account & Vestry Book. "Paid Thos Welch for a year's schooling £14-10-11."

8 C.C.Ed. 1855/56. p53.

Church of England Schools. Berkshire, Hampshire, Wiltshire.

Masters.	Certificated.	£81-15-10	(45 cases)
	Uncertificated.	£65-1-7	(30 cases)
Mistresses.	Certificated.	£56-14-10	(24 cases)
	Uncertificated.	£27-15-5	(29 cases)

British, Wesleyan and other Protestant Schools. Southern District.

Masters.	Certificated.	£102-9-9	(63 cases)
	Uncertificated.	£64-1-0	(49 cases)
Mistresses.	Certificated.	£67-3-9	(28 cases)
	Uncertificated.	£44-10-6	(24 cases)

Roman Catholic Schools. Southern District.

Masters.	Certificated.	£74-13-0	(14 cases)
	Uncertificated.	£51-16-1	(19 cases)
Mistresses.	Certificated.	£57-4-9	(15 cases)
	Uncertificated.	£53-8-4	(28 cases)

In 1862 Rev. Warburton calculated the average salaries of the certificated and uncertificated teachers in his district.^I Certificated teachers were receiving an average salary of £66 a year, while uncertificated teachers were receiving only £37. Grouping masters and

I C.C.Ed. 1862. p72. Church of England Schools in Berkshire, Hampshire, Wiltshire and Isle of Wight.

mistresses together in the same way the corresponding figures for 1855 for Church Schools can be calculated as an average of £69-5-4 for certificated teachers and £46-8-6 for the uncertificated.

Taking all these factors into consideration the basic salary could be increased considerably. For example, the master of St. Thomas's Boys' National School, Winchester, in 1875 enjoyed a salary of £70, with two-thirds of the government grant in addition, which it was estimated would amount to a gross salary of between £95 and £100 annually.¹

It is perhaps to be expected that those endowed grammar schools which had become essentially non-classical might reward their teachers more handsomely than those relying on the children's pence and the occasional benefactions of the wealthy. Wide variations in salary were just as common here; from £20 a year with house insured and rates paid at the Andover Free School to well in excess of £200, including allowances, at Churcher's College, Petersfield.² The latter is a most interesting case. The master's salary in 1868 was £100 a year plus £19 a year for each "foundationer". He was also allowed £10 for stationery, £10 for books, £5 for coal, and a house which was kept in repair for him. In 1864 there were eleven day

¹ Managers' Minutes. March 16, 1875. H.R.O.
² S.I.C. Digest. 1868. Vol. XI.

scholars and nineteen boarders. The master was further comforted by the fact that, by the rules, he was irremovable unless he committed some heinous offence.¹

III. Professional Activities.

An attempt was made to associate the teachers professionally and socially on a county-wide basis by the formation of the Hampshire Church School Masters' Society in February, 1854. Management of the society was divided equally between the Diocesan Board of Education and the teachers themselves.²

Membership was open to all the parochial and non-parochial clergy of the Established Church, school managers, masters, mistresses and assistants in Hampshire, and former students of the Diocesan Training College, wherever resident.³ In the first year there were 134 members and this had increased to 256 by the close of the second year.⁴

Subscriptions were two shillings a year for men and one shilling for women, while pupil-teachers, accompanied by masters, were

1 S.I.C. Digest. 1868. Vol. XI.

2 Minutes, Hampshire Church School Masters' Society. February 13, 1854. City Archive, Guildhall, Winchester.

3 op. cit. 17 February, 1854.

4 N.S.P. October, 1857.

at first admitted free.¹ The original plan was to hold an annual two-day meeting in the first week in August to discuss matters of general interest, witness model lessons and transact society business. The meetings usually ended with a conversational tea, and were commonly held in Winchester, but occasionally at Southampton.

The first schoolmaster committee members came largely from Winchester and its immediate neighbourhood,² but things progressed sufficiently well by 1860 for a series of local correspondents to be appointed to make known the objects of the society, circulate programmes, and collect subscriptions.³

In 1859⁴ more local and frequent meetings of teachers were envisaged, while other local societies had been taken into union from the early days; the Winchester Church Schoolmasters' Association being united in February 1854⁵ and the West Medina(Isle of Wight) Schoolmasters' Association in August 1855.⁶ It is not known, however, how much success these local societies enjoyed. The only meeting recorded in the minutes is that of the Winchester society, in June 1859, when two papers were read, one on Day School and the other on Sunday School work.

1 Minutes, Hampshire Church School Masters' Society. 17 Feb, 1854.

2 *ibid.* 13 February, 1854.

3 *op.cit.* 24 March, 1860.

4 *op.cit.* May 21, 1859.

5 *op.cit.* 17 February, 1854.

6 *op.cit.* 22 August, 1855.

At the annual meetings discussions ranged over purely professional matters to problems specifically academic. Some idea of the teachers' view of their own function can be gained from the topics discussed and the prize essays which were delivered. Clearly, the more advanced teachers of the day considered their work in relation to the children and to society at large, and they were perhaps becoming more introspective than hitherto. For example, in August 1854 essays were delivered on "The Schoolmaster out of School" and "On the best method for enlisting the sympathy of the children with their teachers in the work of Education",¹ while in 1856 Miss Garratt of St. Maurice's Sunday School, Winchester, delivered an essay on "The moral influence of the Sunday School teacher",² and at the annual meeting in 1860 "Modesty and the Danger of Self-Conceit in a School Teacher"³ was one of the topics for discussion.

Teaching methods also received much attention. The uses of learning by heart,⁴ the limits of oral and book teaching,⁵ and the advantages of industrial training in connection with mental culture⁶ are among the matters which came under scrutiny. On the more academic side an essay "On the Growth of English Law" was presented in August, 1856.⁷

1 Minutes. 9 August, 1854.

2 op.cit. 13 August, 1856.

3 op.cit. 31 May, 1860.

4 op.cit. 9 August, 1854.

5 op.cit. 10 July, 1858.

6 ibid.

7 op.cit. 12 August, 1856.

It was customary to deliver model lessons on both secular and religious subjects. In the first category object lessons on "Coffee",¹ "The River Ganges",² and "The Chemistry of the Atmosphere"³ were among those held up for emulation. "David as a type of Christ, and an example to Believers"⁴ and the "Parable of the Unforgiving Servant"⁵ appeared in the religious section.

Apparently the teachers were becoming more self-critical and were gaining a clearer idea of their function. In this connection there is possibly a lesson in the subject of the Bishop's Essay Prize in 1856⁶ which was "The Humblest Duties discharged on the Highest Principles".

By the year 1871 to 1872 teachers' associations had gathered considerable momentum in Hampshire. The South Hampshire Teachers' Association was formed early in 1871,⁷ and the Mid-Hampshire Teachers' Association in February 1872.⁸ The first reference to the Basingstoke Teachers' Association, covering the northern part of the county, appears in the National Society's Monthly Paper for May 1872⁹ where the association's annual meeting is reported. The first major decision of the last two bodies was to support the bill on teachers' pensions which in 1872 was being considered by the House of Commons.

1 Minutes. March 7, 1855.
 2 op.cit. May 31, 1860.
 3 op.cit. August 12, 1857.
 4 op.cit. August 9, 1854.
 5 op.cit. March 7, 1855.

6 op.cit. August 14, 1856.
 7 N.S.P. April 1871. p69.
 8 op.cit. March 1872. p51.
 9 op.cit. May 1872. p98.

CHAPTER ELEVEN

The Achievements of Voluntary Effort in Hampshire.

A valuable yardstick by which to measure the achievements of voluntary effort over the period under consideration was the "educational census" carried out in consequence of the passing of the 1870 Education Act. The inspectors' returns are now preserved as Education Class 2 at the Public Record Office.^I The inspectors calculated the number of places required as 1 in 5 of the labouring population, whose children might be expected to attend elementary schools. The number of this class varied from place to place but was often calculated to be substantially more than three-quarters of the total population.

The extant documents for Hampshire account for 131 school districts in all parts of the county. Defining adequate provision as accommodation in efficient schools for 1 in 5 of the labouring population the inspectors found that 79 districts were adequately provided for and that the deficiencies varied considerably in the remaining 52. Efficiency, in practice, tended to mean a certificated

^I Hampshire. Ed. 2. 191-205 inclusive.

teacher and adequate buildings. On the same calculation 27,451 places ought to have been provided in these districts, whereas 23,795 places were, or were in the course of being, provided in efficient schools. Thus voluntary effort was providing for the education of 85% of the children of the poor in these areas.

This development was paralleled in the neighbouring county of Dorset, which was also predominantly agricultural, where it was estimated^I that by 1870 voluntary effort had provided places for 90% of the children of the poor. It appears that the conditions for development in Dorset were generally comparable with those in Hampshire. As far as Hampshire is concerned the part played by the Church of England is very great. Of the 23,795 places provided in the districts already referred to over 18,000 or 78.2% were provided by the National or Parochial Schools.

There were deficiencies, but their location and nature are more instructive than a statement of mere numbers. Deficiencies occurred in both urban and rural areas, but they were most marked in the coastal towns, such as Fareham, Itchen(Southampton), Portchester, Christchurch and Bournemouth, although the inhabitants of the latter two places had

I Gibbs, W.F.E. The Development of Elementary Education in Dorset from the Early 19th Century to 1870. M.A. Thesis. Southampton, 1960.

reservations concerning the extent of the deficiency, as a subsequent public enquiry proved.¹ Some rural areas were badly served; particular examples are Boldre and Sway in the New Forest, Hambledon, Headley and Mitchelmersh. It is, however, in the rural areas that a number of small or even marginal deficiencies were noted. In ten of the 52 deficient areas the number of places required was 20 or less.² At East Woodhay there was a deficiency of two, but the population was said to be diminishing yearly.³

In some cases the extent of the deficiency was magnified by the fact that efficient accommodation in a neighbouring district, which was taken into account, was considered inconvenient for travelling. At East Wellow,⁴ for example, the deficiency was said to be 47, despite the places which could be provided for 38 of the children in the neighbouring districts of Plaitford, Melchet and Sherfield. The inspector thought it better that the children should attend school in their own parish. Specific deficiencies also occurred. Petersfield⁵ was considered to have a deficiency of 90 places for infants as the National School's Infants' Department was declared inefficient.

1 Ed.2. I94 & I99.

2 Bedhampton(5), Bullington(10), Crondall(10), Crux Easton(14), Farnborough(20), St. Mary Bourne(13), Nately Scures(11), Waterloo(13), East Woodhay(2).

3 Ed.2/I96.

4 *ibid.*

5 Ed.2/202.

At the other end of the scale no accommodation in elementary schools was required at East and West Buckholt,¹ Upper Eldon² and Weston Corbett.³ At Upper Eldon there were no children in the small population of eleven, while in the other two cases there were no children of the labouring poor who might be expected to be in school.

The assessments of the Education Department concerning the number of children to be provided for and the efficiency of the schools were challenged only in the case of Bournemouth and Christchurch, where a public enquiry was held in December, 1873.⁴ The particular difficulty here was that Bournemouth lay partly in the civil parish of Christchurch and partly in that of Holdenhurst and calculations had to be made accordingly, when it would have been more realistic to treat Bournemouth as a separate entity. Indeed, the barrister in charge of the enquiry suggested an amendment to the law which would enable them to treat a town in Bournemouth's position in this way.⁵ In this case Christchurch proper had more than adequate accommodation on the normal calculation of need.⁶ The deficiencies became apparent as the adjacent districts were taken into account and were most marked

1 Ed.2/195.

2 Ed.2/205.

3 *ibid.*

4 Ed.2/194.

5 Ed.2/199. Evidence p74. Hugh Owen, Jnr. Barrister.

6 Population in 1871 - 2,753. Places required - 471. Accommodation in efficient schools for 517.

when that part of Bournemouth which lay within the parish was taken into account.¹

The matter was further complicated by the peculiar composition of Bournemouth's population, which it emerged had not been taken fully into account by the original inspection. In his report to the Education Department in February 1874² the barrister considered that the large proportion of visitors to the town and the considerable excess of females over males appeared to him conclusive proof that the usual criteria could not be applied in this case.

The Registrar-General estimated that out of a total population in 1871 of 7,141 the total number of children of school age was 1,235; being 269 between three and five years of age and 966 between five and thirteen. By making the usual deduction of 10% for the children of the upper and middle classes and another 10% for unavoidable absence, and by deducting a further sixth because of the class structure of Bournemouth the deficiency was considered to be 379 and not 668³ as the original inspection had shown.

The inspectors met some opposition in Christchurch and the resulting controversy poses the question whether certification as a

1. Ed. 2/194.

2 *ibid.*

3 Ed. 2/199.

criterion of efficiency was not too rigid a standard in some cases. At the Christchurch school the teacher was trained but not certificated. Mr. James Druitt, the spokesman for the Christchurch Congregational School, pointed out that the managers had refused to make a return under the 1870 Act, and that similar action had been taken by the Polkesdown Congregational School. Presumably the managers' reluctance to co-operative was occasioned by the necessity of accepting a Conscience Clause.

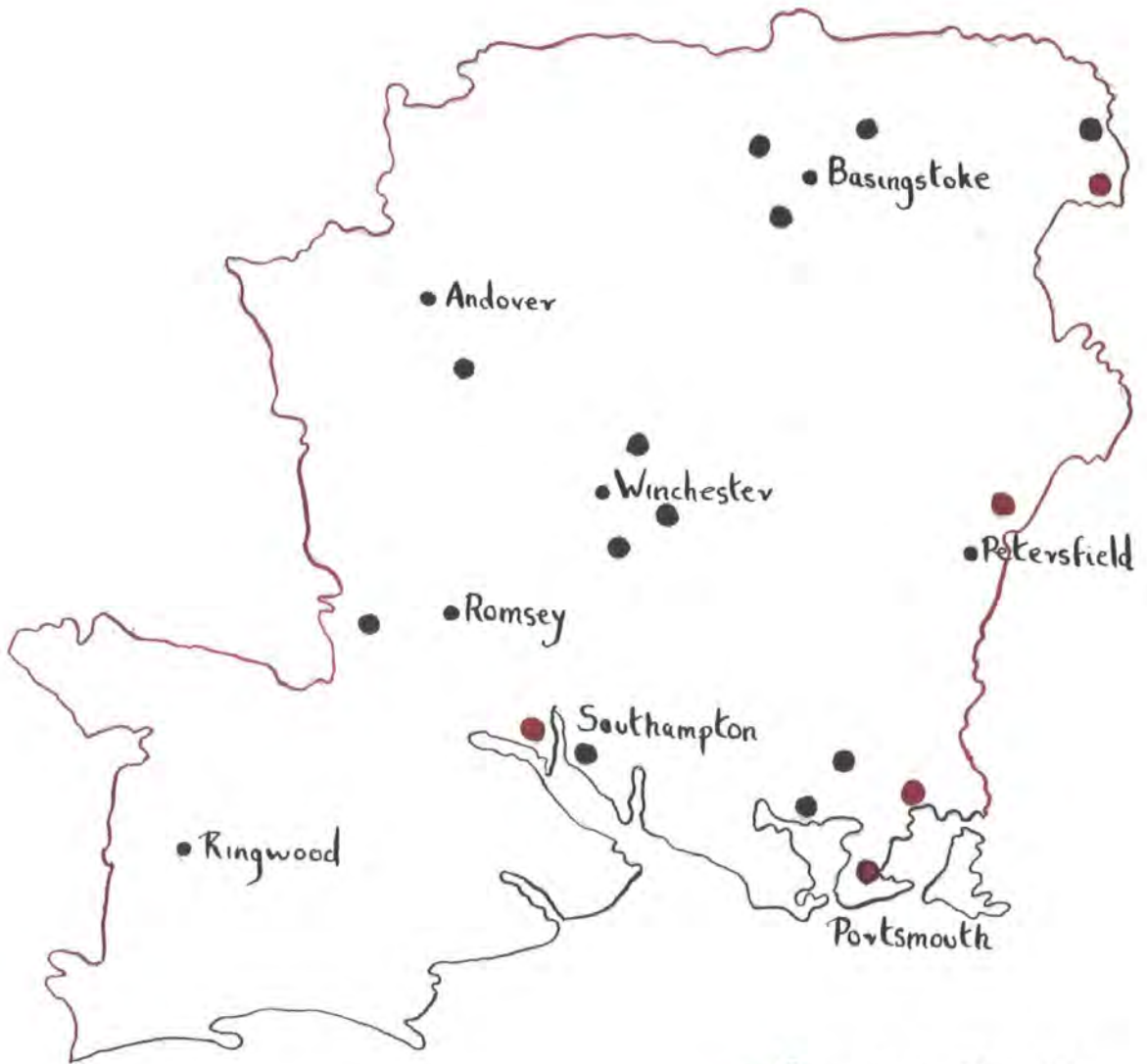
Hence the figure, previously stated, of 85% of the children of the poor being in efficient elementary schools was calculated by a fairly stringent standard and no doubt several more children were under instruction of varying degrees of efficiency in these districts before the provisions of the 1870 Act came fully into operation.

Certainly there was no rush to establish School Boards in Hampshire. By June 1872¹ only five Boards had been formed, and it is to be noted that three of these, those at Portsmouth, Southampton and Aldershot, were established in places where a rapidly expanding population had put great pressure on the parochial system. By April 1875 the number of Boards had increased to 17.² These were largely in heavily populated areas, or were rural parts, often with a widely

1 C.C.Ed. 1871/72. Appendix. p xxi.

2 C.C.Ed. 1874/75. Appendix. p xxxii.

HAMPSHIRE SCHOOL BOARDS BY 1875



● Boards by June 1872.

● Boards by April 1875.

scattered population, where some of the largest deficiencies had been noted by the inspectors in 1870; places such as Liss, Wootton, Tadley and Pamber.¹

There had been considerable expansion over the period in the number of school places provided by all religious bodies. In 1818² the Parliamentary Inquiry reported 563 Daily and Sunday Schools in Hampshire. This figure had grown to 1,591 Daily and Sunday Schools by 1833,³ being an increase of 302 Sunday Schools and 716 Infants' and other Daily Schools. By 1858 the proportion of weekday scholars to the total population of the county was 1 in 10.9.⁴ This ranked Hampshire 19th among 53 counties in England and Wales. The average proportion of such scholars to the total population was 1 in 11.82. There were in 1858 1,788 Daily and Sunday Schools in Hampshire, the Channel Islands and the Isle of Wight.⁵ There would appear to have been a slowing down about mid-century. This has been noted in other parts of the country,⁶ and, as far as Church Schools are concerned, has been attributed to the controversy over the Conscience Clause.

Development was not merely quantitative. There was also a general improvement in the quality of the teachers and in the stand-

1 Ed.2/191-205.

2 P.I. 1818. p844. Vol. II.

3 P.I. 1833. p866. Vol. II.

4 N.C. Vol.I. p591.

5 op.cit. pp596 & 620.

6 Cf. Burgess, H.J. Enterprise in Education. London, 1958. p208.

ards of instruction. As the Winchester Training School developed in the 1840s, and with the coming of the pupil-teacher system, the quality and competence of a good number of the teachers would outpass the products of the more formalised methods practised earlier at the Winchester Central National Schools. It is probably also true that by 1870 there was greater variety in quality and in method than at the beginning of the period. The advantages of having a 'certificated' teacher supported by pupil-teachers were enjoyed mainly by the larger and more affluent schools.

The content of education also developed in an interesting way. At the beginning of the century it was considered sufficient to teach reading, writing, arithmetic and religious knowledge, with needlework for the girls, with the object of making the children good servants and loyal subjects. One criterion applied by the Hampshire Society at this time was to catalogue the numbers each year which had left the schools with the ability to read their Bibles.^I In the 1840s and 1850s an attempt was made to broaden the curriculum with the introduction of such subjects as geography, history and grammar, the study of "common things" and elementary science, leavened by the occasional "object lesson". But the coming of the Revised Code, with its attempt,

I H.S.R. 1825. I, 187 children; 1826 I, 087 children.

at least in the early years, to bring all the children to a common standard in the elements of knowledge, caused a contraction of the curriculum or the abandonment of geography and history, and the experiments of the middle years, as unnecessary and unprofitable "frills".

The exertions of countless individuals, supported by the voluntary societies and the government, had achieved a great deal for the education of the poor in Hampshire between 1800 and 1870. Special buildings had in many cases replaced the essentially formless village school which characterised the early years of the century.^I Standards by which to judge the adequacy of the buildings, the efficacy of the teachers and the propriety of the text-books had been increasingly applied to a large number of the schools by the voluntary bodies and the government. But it remains true that many schools had declined inspection, or, if inspected, had but barely attained the standards applied.

^I Cf. Brown, C.K.F. *The Church's Part in Education*. London. 1942. p10. & N.S.I. 1846. - many parishes where a school was carried on without a proper room for the purpose.

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